

LIBRARY OF CONGRESS.

PE IIII
Chap. Copyright No.

Shelf . A33

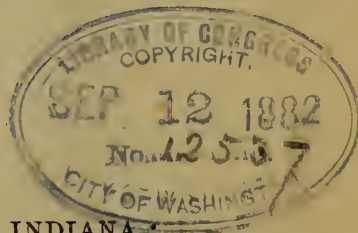
UNITED STATES OF AMERICA.

GRAMMATICAL

Diagrams and Analyses.

BY FRANK P. ADAMS,
PRINCIPAL CENTRAL NORMAL COLLEGE,
DANVILLE, INDIANA.

39
10973



INDIANAPOLIS, INDIANA:
NORMAL PUBLISHING HOUSE,
J. E. SHERRILL, Proprietor.

1882.

TE IIII
A 33

Entered according to Act of Congress, in the year 1882, by
J. E. SHERRILL,
In the Office of the Librarian of Congress, at Washington.

P R E F A C E.

THERE are many of the following diagrams on which a safe and honest difference of opinion may well exist. The author has simply set forth the view which seems to him the most plausible. The student will do well to take every sentence, and diagram it for himself independently of what is here given. Do not let this book be a stumbling block. Make it serve you if you can, but do not in any way become its slave.

The two marks added to the Holbrook system, viz: the heavy horizontal half-bar (—) to separate the copula and attribute, and the angle (└) to indicate the objective subject of an infinitive, have been pronounced quite convenient by a large number who have given them a trial.. The abbreviations used will be readily understood without explanations.

I am indebted to Prof. Holbrook for the beautiful and convenient system of diagramming used, and also for a large number of sentences compiled in his Complete English Grammar. For the greatest part of the sentences used I am indebted to Prof. Harvey's Practical Grammar. I am grateful to my pupils for many points gathered in their earnest and searching investigations and discussions.

F. P. A.

DANVILLE, IND., Aug. 1, 1882.



GRAMMATICAL DIAGRAMS AND ANALYSES.

INTRODUCTION.

The following outline of the SENTENCE is followed by definitions of the terms used in the outline. In giving the definitions we have numbered them the same as in the outline.

SENTENCES.

I. KINDS.

A. As to structure:

1. Simple.
2. Complex.
3. Compound.
4. Partial compound.
5. Complex compound.

B. As to nature of assertion:

1. Declarative.
2. Imperative.
3. Interrogative.
4. Exclamatory.

C. As to rank:

1. Unequal.
 - (1.) Principal.
 - (2.) Subordinate.
2. Equal.
 - (1.) Leading.
 - (2.) Co-ordinate.

D. As to completeness:

1. Complete.
2. Abridged.

II. ELEMENTS.

A. Kinds.

(A.) Principal.

1. Subject.

(1.) Kinds.

a. As to structure:

- (a.) Simple.
- (b.) Complex.
- (c.) Compound.
- (d.) Complex compound.

b. As to base:

- (a.) First class.
- (b.) Second class.
- (c.) Third class.

(2.) Parts.

- a. Base=simple subject.
- b. Modifiers.

2. Predicate.

(1.) Kinds.

- a. Simple.
- b. Complex.
- c. Compound.
- d. Complex compound.

(2.) Parts.

a. Copula.

(a.) Kinds.

a¹. As to structure:

- a¹. Simple.
- b². Complex.

b¹. As to nature:

- a². Pure.
- b². Impure.

(b.) Parts.

- a¹. Copula proper.
- b¹. Modifiers.

b. Attribute.

(a.) Kinds.

a¹. As to structure.

- a². Simple.
- b². Complex.

b¹. As to base:

- a². First class.
- b². Second class.
- c². Third class.

(b.) Parts.

- a¹. Base.
- b¹. Modifiers.

(B.) Subordinate.

1. Kinds.

(1.) As to structure:

- a. Simple.
- b. Complex.
- c. Compound.
- d. Complex compound.

(2.) As to relation:

- a. Adjective.
- b. Adverbial.
- c. Objective.
- d. Subjective.
- e. Independent.
- f. Connective.

(a.) Kinds.

- a¹. Co-ordinate.
- b¹. Subordinate.

(3.) As to base:

- a. First class.
- b. Second class.
- c. Third class.

2. Parts.

(1.) Base.

(2.) Modifiers.

DEFINITIONS.

ANALYSIS is that department of grammar which treats of the structure and nature of sentences, their separation into elements, and a description of these elements.

SENTENCES.

A SENTENCE is the expression of a thought in words.

I. KINDS.

A. AS TO STRUCTURE.

Sentences are conveniently divided into five classes: Simple, complex, compound, partial compound, and complex compound.

1. A SIMPLE SENTENCE is one containing a single proposition—one subject and one finite verb. Ex.: *Birds fly.*

2. A COMPLEX SENTENCE is one that contains at least one subordinate sentence, either as a modifier or as a principal element. Examples: *He who beguiled you in a plain accent* was a plain knave. *That he should do so* is base. *My wish is that all may be safe.*

3. A COMPOUND SENTENCE is one which contains two or more simple or complex sentences of equal rank, joined by co-ordinate connectives. Ex.: *They came early but they did not return.* *The people who promised are gone and others are now ready to go.*

4. A PARTIAL COMPOUND SENTENCE is one which contains a compound subject, a compound predicate, or both. Ex.: *John and James recite.* *John studies and recites.* *John and James study and recite.*

5. A COMPLEX COMPOUND SENTENCE is a compound sentence containing one or more complex members. Ex.: *The persons who talk have done their work and we are now waiting for those who will act.*

B. AS TO NATURE OF ASSERTION.

Sentences are divided as to the nature of their assertion into declarative, imperative, interrogative and exclamatory.

1. A DECLARATIVE SENTENCE is one which makes an assertion. Ex.: *The fields look green.*

2. AN IMPERATIVE SENTENCE is one which expresses a command or entreaty. Its verb is usually in the imperative, but may be in the potential, mood. Ex.: *Let love be without dissimulation.* *May God forgive the child of dust, who seeks to know where faith should trust.*

3. AN INTERROGATIVE SENTENCE is one which asks a question. Ex.: *Who says this?*

Rem. 1. An interrogative sentence may be used as subordinate in a complex declarative sentence. Ex.: *He asked who reported on him.* *He heard who was there.* *They know who threw at them.* *We heard how you acted.* *He asked what was desired.*

Rem. 2. An interrogative sentence may be used as subordinate in an imperative or exclamatory sentence. Ex.: Learn *who is present* before you enter. See *what he wants*. Ask *who was invited*. Oh! that I knew *who did the mischief*!

4. AN EXCLAMATORY SENTENCE is one which expresses emotion or passion. Ex.: *How solemn it seems!* *O, that this too too solid flesh would melt!*

C. AS TO RANK.

1. Unequal.

Sentences of unequal rank are principal and subordinate.

(1.) A PRINCIPAL SENTENCE is the entire complex sentence. Ex.: *They heard that you had come.*

(2.) A SUBORDINATE SENTENCE is one that is used to modify some part of another sentence, or as the subject or attribute of another sentence. Ex.: *The report that was circulated is too true.* *That he could not do so is false.* His desire is *that all may be well.*

2. Equal.

Sentences of equal rank are either leading or co-ordinate.

(1.) A LEADING SENTENCE is the first member of a compound sentence. Ex.: *He may go but I prefer to stay.*

(2.) A CO-ORDINATE SENTENCE is any other than the first member of a compound sentence. Ex.: *They like the man himself but they reject his opinions.*

D. AS TO COMPLETENESS.

As to completeness, sentences are complete or abridged.

1. A COMPLETE SENTENCE is one whose verb is in a finite mood, that is, indicative, potential, subjunctive, or imperative. Ex.: *The snow falls.*

2. AN ABRIDGED SENTENCE is one whose verb is in an infinite mood, that is, infinitive or participial. Ex.: *They wish him to go.* *His being a scholar* was a great help. *Him to go* and *his being a scholar* are abridged sentences. They are also called clausal phrases.

The sentences expanded read thus: *They wish that he may go.* *That he was a scholar* was a great help.

II. ELEMENTS.

A. KINDS.

Elements are divided as to rank into principal and subordinate.

(A.) PRINCIPAL ELEMENTS are those that are essential to the existence of a sentence. They are the subject and the predicate.

1. THE SUBJECT.

THE SUBJECT is that concerning which an assertion is made.

(1.) KINDS.

a. AS TO STRUCTURE.

As to structure we may conveniently divide the subject into four classes: simple, complex, compound, and complex compound.

(a.) A SIMPLE SUBJECT is one which is single and either unmodified or considered apart from its modifiers. The simple subject is also the base of the entire subject. Ex.: The *children* came with shouts of joy. *Birds* fly.

(b.) A COMPLEX SUBJECT is the simple subject taken with its modifiers. *The words of wisdom* are precious.

(c.) A COMPOUND SUBJECT is one composed of two or more members of equal rank, joined by co-ordinate connectives. Ex.: *James and his brother* arrived to-day.

(d.) A COMPLEX COMPOUND SUBJECT is a compound subject containing one or more complex members. Ex.: *The delegates from the south and those from the north* could not agree.

b. AS TO BASE.

The subject as to base is of the first class, second class or third class.

(a.) The subject is of the FIRST CLASS when its base is a single word, or when the simple subject is a single word. Ex.: *All the people* praised him.

(b.) The subject is of the SECOND CLASS when the base or simple subject is an infinitive. Ex.: *To lie* is to sin.

(c.) The subject is of the THIRD CLASS when the base or simple subject is a subordinate sentence. Ex.: *That he did the deed* is not denied.

2. THE PREDICATE.

THE PREDICATE is the assertion that is made of the subject.

(1.) KINDS.

There are four kinds of predicates: simple, complex, compound, and complex compound.

a. A SIMPLE PREDICATE is one whose base is single, and either unmodified or considered apart from its modifiers. Ex.: They *travel*. He *lives* in the village.

b. A COMPOUND PREDICATE is the simple predicate with its modifiers. Ex.: He *lives in the village*.

c. A COMPOUND PREDICATE is one which is composed of two or more members of equal rank, joined by co-ordinate connectives. Ex.: They *read and study*.

d. A COMPLEX COMPOUND PREDICATE is a compound predicate containing one or more complex members. Ex.: They *live in the country and conduct business in the city*.

(2.) PARTS OF THE PREDICATE.

The predicate is composed of two parts, the copula and attribute.

a. *The Copula.*

THE COPULA is that which joins the subject to that which is asserted of the subject. Ex.: The ground *is* solid.

The copula is frequently modified. Ex.: He *is not* present. He *is a* host *in himself*.

The verb *to be* is the only pure copula, but other verbs have a copulative use. Of the latter are such as *seem, appear, look*, etc., and verbs in the passive voice. Ex.: They *seem* pleased, *appear* cheerful, *look* content, *are considered* happy.

b. *The Attribute.*

THE ATTRIBUTE is that which is asserted of the subject by means of the copula. Ex.: The harvest *is ripe*.

Rem. The *copula* and *attribute* are not always separate. In the sentence, *he strikes, strikes* contains both the copula and the attribute.

(a.) KINDS OF ATTRIBUTES.

a¹. AS TO STRUCTURE.

Attributes as to structure are either simple or complex.

a². A SIMPLE ATTRIBUTE is one whose base is unmodified. Ex.: He is *candid*.

b². A COMPLEX ATTRIBUTE is one whose base is modified. Ex.: He is *very kind*.

b¹. AS TO BASE.

Attributes are divided as to base into those of the first class, second class and third class.

a². An attribute of the FIRST CLASS is one whose base is a single word. Ex.: They were *sad*.

b². An attribute of the SECOND CLASS is one whose base is an infinitive, or a preposition and its object. Ex.: To die is not *to sleep*. Our friends are *at liberty*.

c². An attribute of the THIRD CLASS is one whose base is a subordinate sentence. Ex.: His great desire is *that he may gain the victory*.

(B.) SUBORDINATE ELEMENTS.

SUBORDINATE ELEMENTS are those which are not essential to the existence of a sentence. They are usually called modifiers.

1. KINDS.

Subordinate elements are divided as to structure, relation, and base.

(1.) AS TO STRUCTURE.

As to structure, elements are simple, complex, compound, and complex compound.

a. A SIMPLE ELEMENT is one whose base is unmodified. Ex.: *Wise men*.

b. A COMPLEX ELEMENT is one whose base is modified. Ex.: *Very wise men*.

c. A COMPOUND ELEMENT is one whose base is composed of two or more co-ordinate members. Ex.: They are *rare and valuable varieties*.

d. A COMPLEX COMPOUND ELEMENT is a compound element containing one or more complex members. Ex.: They are *very rare and quite valuable specimens*.

(2.) AS TO RELATION.

Elements are divided as to relation into adjective, adverbial, objective, subjective, independent, and connective elements.

a. AN ADJECTIVE ELEMENT is one which modifies a noun or pronoun. Ex.: *Sour grapes*.

Possessives also modify participles. Ex.: *His leaving* was unexpected.

b. AN ADVERBIAL ELEMENT is one which modifies a verb, an adjective, an adverb, an adverbial element, or an adjective element, and is not the object of a transitive verb in the active voice. Ex.: He traveled *hard*. He is old *enough*. He knows *too well*. He threw *almost* across the river. He is *wholly* at liberty.

Remark. A noun or pronoun in apposition, and a noun or pronoun in the possessive case, though adjective elements themselves, are nevertheless limited by adjective elements. Ex.: John, *the carpenter*. *His father's* house.

c. AN OBJECTIVE ELEMENT is one which is the object of a transitive verb in the active voice. Ex.: He killed *the enemy*.

d. A **SUBJECTIVE ELEMENT** is one which is the objective subject of an infinitive. Ex.: We thought *him* to be honest.

An infinitive or sentence may be a subjective element. Ex.: We thought *to walk* to be tiresome. We believed it to be too impudent *that he should speak thus*.

In complete sentences the subjective element is co-ordinate with the predicate. In abridged sentences it is usually subordinate.

e. AN **INDEPENDENT ELEMENT** is one whose base is without any dependent construction in the sentence. It includes (1) Interjections: as, *Alack!* why does he so? (2) Expletives; as, *It* is tiresome to walk. *For* you to say so is imprudent. *There* are things of which I do not speak. (3) Phrases, whose bases are in the nominative case absolute; as, *His lesson being finished* he went to the pond to skate.

Remark 1. An infinitive or sentence may be thus used. Ex.: *To run* being cowardly they resolved to fight. *That he should go* being decided upon he packed his goods.

Remark 2. The pupil should be taught to distinguish carefully the logical force which these absolute phrases have in the sentence. In the sentence "The sun being risen we pursued our journey," the absolute phrase denotes time. "He being elected we rejoiced." In this the absolute phrase "he being elected" denotes the cause of "rejoiced." Yet it is clearly an absolute construction, for "he" is the base, limited by the adjective element "being elected," and we look to the base to determine the kind of element as to relation.

f. Connectives are those words which join together and indicate the rank of other elements. They are co-ordinate and subordinate.

a¹. A **CO-ORDINATE CONNECTIVE** is one which joins elements of equal rank. Ex.: They came *and* went. They returned *but* they did not explain. He is *neither* old *nor* infirm.

This class includes conjunctions only.

b¹. A **SUBORDINATE CONNECTIVE** is one which joins elements of unequal rank. Ex.: He studies *that* he may learn.

This class includes conjunctive adverbs, relative pronouns and conjunctions.

(3.) AS TO BASE.

Elements are divided as to their base into those of the first class, second class and third class.

a. An element of the **FIRST CLASS** is one whose base is a single word. Ex.: He has built *a new house*.

Elements of the first class include those whose bases are present passive participles and perfect participles; also, those having a compound base, each member of which is a single word or participle. Ex.: *Being loved*; *having been called*; *a house and a lot*; *having been bought*, and *having been sold*.

b. An element of the **SECOND CLASS** is one whose base is a preposition and its object, or an infinitive. Ex.: They have moved *to the village*. He expects *to teach* school.

The object of the preposition may be an infinitive. Ex.: *To accept* differs from *to except*.

c. An element of the **THIRD CLASS** is one whose base is a subordinate sentence. Ex.: They have long believed *that the mystery would be solved*.

When the subordinate sentence does not contain another subordinate sentence as a constituent part, it is a simple element of the third class.

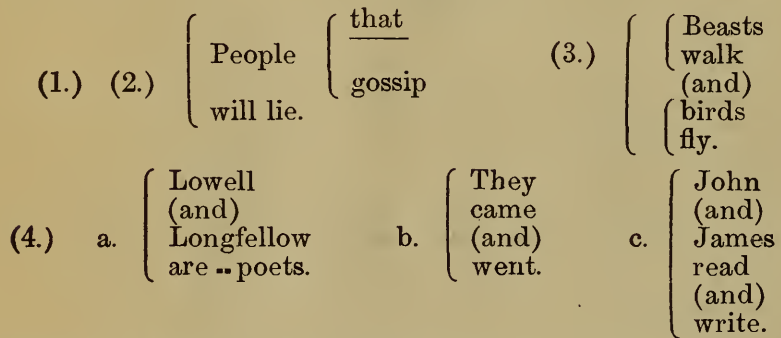
DIRECTIONS FOR VERBAL ANALYSIS.

1. Read the sentence.
2. Describe it
 1. As to structure :
 1. Simple.
 2. Complex.
 3. Compound.
 4. Partial compound.
 5. Complex compound.
 2. As to the nature of the assertion :
 1. Declarative.
 2. Imperative.
 3. Interrogative.
 4. Exclamatory.
3. Give the complex subject.
4. Give the simple subject.
5. Point out the modifiers of the simple subject.
6. Describe them
 1. As to structure :
 1. Simple.
 - Etc.
 2. As to relation :
 1. Adjective.
 2. Adverbial.
 - Etc.
 3. As to base :
 1. First class.
 - Etc.
7. Give the base of the modifier.
8. Point out and describe its modifiers as in 6.
9. Give the complex predicate.
10. Give the simple predicate.
11. Point out and describe its modifiers as in 6.
12. Continue as in 7 and 8 of the subject.
13. Give the connectives as they occur, or at the close, as convenience suggests.
14. Mention the independent elements in the order that is most convenient.
15. Point out the copula and attribute when they are separate. Also point out and describe their modifiers.
16. Describe the compound sentences as a whole and also describe the members as to rank, structure and nature of assertion.
17. Describe the third-class elements first as elements, then as sentences.

EXPLANATIONS OF THE SYSTEM OF DIAGRAMMING.

The system of diagramming used in the following pages is called usually the *brace system*. With some changes it was invented, first used and taught by Prof. A. Holbrook, Lebanon, O. It is now used in nearly all the independent Normal Schools, and is believed by an army of about one hundred thousand Normalites to be equal to all the emergencies of the English sentence. The method is easily understood even without explanations. To the marks as ordinarily used in the system we have added only two characters, one to separate the copula and attribute, the other to indicate the subjective element.

The tie [is used to connect the subject and predicate of (1) a principal or (2) a subordinate sentence; also the members of (3) a compound sentence or (4) a partial compound sentence. EXAMPLES:



The bar | is used to subordinate a single modifier.

$$\left(\begin{array}{l} \text{music | Lively} \\ \text{was furnished | for us.} \end{array} \right.$$

The brace { subordinates two or more modifiers.

$$\left(\begin{array}{l} \text{neighbors} \\ \text{visited} \end{array} \right. \left\{ \begin{array}{l} \text{The} \\ \text{kind} \\ \text{often} \\ \text{us.} \end{array} \right.$$

Remark. The inverted brace } is often used to direct one or more modifiers to a compound base.

$\left(\begin{array}{l} \text{She} \\ \text{reads} \\ \text{(and)} \\ \text{writes} \end{array} \right) \left\{ \begin{array}{l} \text{rapidly} \\ \text{with ease.} \end{array} \right.$	$\left(\begin{array}{l} \text{She} \\ \text{reads} \\ \text{(and)} \\ \text{writes} \end{array} \right) \left\} \text{rapidly.}$
--	---

Brackets [] are used to enclose words that are supplied.

$$\left(\begin{array}{l} \text{[view] | That} \\ \text{is -- view. | my} \end{array} \right.$$

The copula and attribute are separated by a heavy horizontal half bar.

$$\left(\begin{array}{l} \text{He} \\ \text{is -- friend. | my} \end{array} \right.$$

$$\left(\begin{array}{l} \text{He} \\ \text{wants | to be -- strong.} \end{array} \right.$$

Words having a double office, including conjunctive adverbs and relative pronouns, are underscored.

$\left\{ \begin{array}{l} \text{man} \\ \text{is .. brother.} \end{array} \right\} \left\{ \begin{array}{l} \text{The} \\ \text{you} \\ \text{saw | } \underline{\text{whom}} \\ \text{my} \end{array} \right.$
 $\left\{ \begin{array}{l} \text{They} \\ \text{returned |} \end{array} \right\} \left\{ \begin{array}{l} \text{they} \\ \text{were called. | } \underline{\text{when}} \end{array} \right.$

Conjunctions and independent elements are placed within parentheses. See sentences No. 15 and 16, p. 12.

A vinculum, or a vinculum and a half brace, may be used to direct to a particular word or words.

$\left\{ \begin{array}{l} \text{He} \\ \text{was .. friend. | } \underline{\text{my}} \\ \text{(not)} \end{array} \right.$
 $\left\{ \begin{array}{l} \text{He} \\ \text{threw} \end{array} \right\} \left\{ \begin{array}{l} \text{stone | a} \\ \text{over river | the} \\ \text{(clear)} \end{array} \right.$
 $\left\{ \begin{array}{l} \text{He} \\ \text{traveled | } \underline{\text{to Rome | almost}} \end{array} \right.$
 $\left\{ \begin{array}{l} \text{He} \\ \text{traveled | } \underline{\text{through tunnel.}} \end{array} \right\} \left\{ \begin{array}{l} \text{almost} \\ \text{(and)} \\ \text{altogether} \end{array} \right.$

Unless the copula and attribute are underscored, the modifiers after the attribute refer to it alone. When the base is a preposition and its object, the modifiers placed after the object refer to it alone, unless the entire base is underlined with a vinculum.

The subjective element is indicated by an angle \angle placed before it.

$\left\{ \begin{array}{l} \text{They} \\ \text{saw | [to] enter} \end{array} \right\} \left\{ \begin{array}{l} \angle \text{man | the} \\ \text{house.} \end{array} \right.$
 $\left\{ \begin{array}{l} \text{They} \\ \text{heard | [to] come | } \angle \text{him.} \end{array} \right.$
 $\left\{ \begin{array}{l} \text{They} \\ \text{supposed | } \underline{\text{to be .. gentleman. | a}} \\ \text{(} \angle \text{him)} \end{array} \right.$

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 48. (REV. ED., PAGE 53.)

1. A loud report was heard.
2. Fearful storms sweep over these beautiful islands.

1. $\left\{ \begin{array}{l} \text{report} \\ \text{was heard} \end{array} \right\} \left\{ \begin{array}{l} \text{A} \\ \text{loud} \end{array} \right.$
 2. $\left\{ \begin{array}{l} \text{storms | Fearful} \\ \text{sweep | over islands.} \end{array} \right\} \left\{ \begin{array}{l} \text{these} \\ \text{beautiful} \end{array} \right.$

1. This is a simp. dec. sent., of which "*a loud report*" is the compl. subj., of which "*report*" is the simp. subj., mod. by "*a*" and "*loud*," two simp. adj. elements of the first class; of which sent., also, "*was heard*" is the simp. pred., unmodified.

2. This is a simp. decl. sent., of which "*fearful storms*" is the compl. subj., of which "*storms*" is the simp. subj., mod. by "*fearful*," a simp. adj. el. of the first

class; of which sent., also, "*sweep over these beautiful islands*" is the compl. pred., of which "*sweep*" is the simp. pred., mod. by "*over these beautiful islands*," a compl. adv. el. of the second class, of which "*over islands*" is the base, of which "*islands*," the noun of the base, is mod. by "*these*" and "*beautiful*," two simp. adj. el. of the first class.

3. Life is but a vapor.

3. $\left\{ \begin{array}{l} \text{Life} \\ \text{is .. vapor. | a} \\ \text{but} \end{array} \right.$

3. This is a simp. decl. sent., of which "*life*" is the simp. subj., unmodified; of which sent., also, "*is but a vapor*" is the compl. pred., of which "*is vapor*" is the simp. pred., of which "*is*," the copula, is mod. by "*but*," a simp. adv. el. of the first class; and "*vapor*," the attribute, is mod. by "*a*," a simp. adj. el. of the first class.

4. These walks are quiet and secluded.

4. $\left\{ \begin{array}{l} \text{walks | These} \\ \text{are .. quiet} \\ \text{(and)} \\ \text{[are] .. secluded.} \end{array} \right.$

4. This is a simp. decl. sent., of which "*these walks*" is the compl. subj., of which "*walks*" is the simp. subj., mod. by "*these*," a simp. adj. el. of the first class; of which sent., also, "*are quiet and [are] secluded*" is the comp. pred.

5. I feel sad and lonely.

5. $\left\{ \begin{array}{l} \text{I} \\ \text{feel .. sad} \\ \text{(and)} \\ \text{[feel] .. lonely.} \end{array} \right.$

5. This is a simp. decl. sent., of which "*I*" is the simp. subj., unmod., and "*feel sad and [feel] lonely*" is the compound pred., of which "*feel sad*" is the first member, of which "*feel*" is the copula and "*sad*" is the attribute, both unmodified; "*[feel] lonely*" is the second member, of which "*[feel]*" is the copula and "*lonely*" the attribute, both unmodified.

Rem. *Sad* and *lonely* are predicate adjectives after *feel* or [*to be*], and limit the subject *I*.

6. The fields look green.

6. $\left\{ \begin{array}{l} \text{fields | The} \\ \text{look .. green.} \end{array} \right.$

6. This is a simp. decl. sent., of which "*the fields*" is the compl. subj., of which "*fields*" is the simp. subj., mod. by "*the*," a simp. adj. el. of the first class; of which sent., also, "*look green*" is the simp. pred., of which "*look*" is the copula and "*green*" is the attribute.

Rem. *Green* is a predicate adjective after the impure copula *look* or [*to be*], and limits the subject *fields*.

7. He took a two-fold view of the subject.

7. $\left\{ \begin{array}{l} \text{He} \\ \text{took | view} \end{array} \right. \left\{ \begin{array}{l} \text{a} \\ \text{two-fold} \\ \text{of subject. | the} \end{array} \right.$

7. This is a simp. decl. sent., of which "*he*" is the simp. subj., unmod.; and "*took a two-fold view of the subject*" is the compl. pred., of which "*took*" is the simp. pred., mod. by "*a two-fold view of the subject*," a complex obj. el. of the first class, of which "*view*," the base, is modified by "*a*" and "*two-fold*," two simple adj. el. of the first class; also, by "*of the subject*," a compl. adj. el. of the second class, of which "*of subject*" is the base, of which "*subject*," the noun of the base, is mod. by "*the*," a simp. adj. el. of the first class.

8. Bright and ioyful is the morn.

8. { morn. | the
is -- Bright
(and)
[is] --joyful

8. This is a simp. decl. sent., of which "*the morn*" is the compl. subj., of which "*morn*" is the simp. subj., mod. by "*the*," a simp. adj. el. of the first class; of which sent., also, "*is bright and [is] joyful*" is the compound pred., of which "*is bright*" is the first member, and "*[is] joyful*" is the second member. "*And*" is the connective.

9. The steak was cooked rare.

9. (1.) { steak | The
was cooked | [to be] rare.

NOTE.—*Rare* is a predicate adjective after the passive verb *was cooked*, or the verb *to be*, understood, and limits the subject *steak*.

9. (2.) { steak | The
was cooked -- rare.

10. Either road leads to town.

10. { road | Either
leads | to town.

11. Each soldier was a host in himself.

11. { soldier | Each
was -- host | a
(in himself.

NOTE.—*In himself* mod. the copula *was*.

12. Both horses are lame.

12. { horses | Both
are -- lame.

13. Such a law is a disgrace to any State.

13. { law { Such
is -- disgrace { a
to State. | any

13. This is a simp. decl. sent., of which "*Such a law*" is the compl. subj., of which "*law*" is the simp. subj., mod. by "*such*" and "*a*," two simp. adj. el. of the first class; of which sent., also, "*is a disgrace to any State*" is the compl. pred., of which "*is disgrace*" is the simp. pred., of which "*is*," the copula, is unmod., and

"disgrace," the attribute, is mod. by "a," a simp. adj. el. of the first class; also, by "to any State," a compl. adj. el. of the second class, of which "to State" is the base. "State," the noun of the base, is mod. by "any," a simp. adj. el. of the first class.

14. Repeat the first four lines in concert.

14. $\left\{ \begin{array}{l} \text{[you]} \\ \text{Repeat} \end{array} \right\} \left\{ \begin{array}{l} \text{lines} \\ \text{in concert.} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{first} \\ \text{four} \end{array} \right\}$

15. My drowsy powers, why sleep ye so?

15. $\left\{ \begin{array}{l} \text{(powers} \\ \text{ye} \\ \text{sleep} \end{array} \right\} \left\{ \begin{array}{l} \text{My} \\ \text{drowsy} \\ \text{why} \\ \text{so?} \end{array} \right\}$

14. This is a simp. decl. sent., of which "[you]" is the simp. subj., unmod.; of which sent., also, "repeat the first four lines in concert" is the compl. pred., of which "repeat" is the simp. pred., mod. by "the first four lines," a compl. obj. el. of the first class, of which "lines," the base, is mod. by "the," "first," and "four," three simp. adj. el. of the first class; also, by "in concert," a simp. adv. el. of the first class.

15. This is a simp. decl. sent., of which "my drowsy powers" is a compl. independent element, of which "powers," the base, is mod. by "my," and "drowsy," two simp. adj. el. of the first class; of which sent., "ye" is the simp. subj., unmod., and "why sleep so" is the compl. pred., of which "sleep" is the simp. pred., mod. by "why" and "so," two simp. adv. el. of the first class.

16. Homer was a greater poet than Virgil.

16. $\left\{ \begin{array}{l} \text{Homer} \\ \text{was -- poet} \end{array} \right\} \left\{ \begin{array}{l} \text{a} \\ \text{greater} \end{array} \right\} \left| \left\{ \begin{array}{l} \text{(than)} \\ \text{Virgil.} \\ \text{[was great]} \end{array} \right\} \right.$

16. This is a compl. decl. sent., of which "Homer" is the simp. subj., unmod., and "was a greater poet than Virgil [was great]" is the compl. pred., of which "was poet" is the simple pred., of which "was," the copula, is unmod., and "poet," the attribute, is mod. by "a," a simp. adj. el. of the first class, and by "greater than Virgil [was great]," a compl. adj. el. of the first class, of which "greater," the base, is mod. by "than Virgil [was great]," a simp. adj. el. of the third class. It is also a simp. decl. subordinate sent., of which "than" is the connective and "Virgil" is the simp. subj., unmod.; of which subordinate sent. "[was great]" is the simp. pred., of which "was" is the copula and "great" is the attribute.

17. One story is good until another is told

17: $\left\{ \begin{array}{l} \text{story} \\ \text{is -- good} \\ \text{([story] | another} \\ \text{is told. | until} \end{array} \right\}$

17. This is a compl. decl. sent., of which "*one story*" is the compl. subj., of which "*story*" is the simp. subj., mod. by "*one*," a simp. adj. el. of the first class; of which sent., also, "*is good until another [story] is told*" is the compl. pred., of which "*is good*" is the simp. pred., of which "*is*" is the copula and "*good*" is the attribute. The copula is mod. by "*until another [story] is told*," a simp. adv. el. of the third class. It is also a simp. decl. subordinate sent., of which "*another [story]*" is the compl. subj., of which "*[story]*" is the simp. subj., mod. by "*another*," a simp. adj. el. of the first class. Of the subordinate sentence, "*until is told*" is the compl. pred., of which "*is told*" is the simp. pred., mod. by "*until*," a simp. adv. el. of the first class. "*Until*" is also the connective of the subordinate sentence to the verb "*is*."

18. Silver and gold have I none.

18. $\left\{ \begin{array}{l} I \\ \text{have } \left\{ \begin{array}{l} \text{silver} \\ \text{(and)} \\ \text{gold} \end{array} \right\} \text{none.} \end{array} \right.$

18. This is a simp. decl. sent., of which "*I*" is the simp. subj., and "*have none silver and gold*" is the compl. pred., of which "*have*" is the simp. pred., mod. by "*none silver and gold*," a compl. comp. obj. el. of the first class, of which "*silver and gold*" is the comp. base, mod. by "*none*," a simp. adj. el. of the first class.

19. The Australian gold fields are very extensive.

19. $\left\{ \begin{array}{l} \text{fields } \left\{ \begin{array}{l} \text{The} \\ \text{Australian} \\ \text{gold} \end{array} \right\} \\ \text{are .. extensive. | very} \end{array} \right.$

20. The floor was formed of six-inch boards.

20. $\left\{ \begin{array}{l} \text{floor | The} \\ \text{was formed | of boards. | six-inch} \end{array} \right.$

21. My opening eyes with rapture see the dawn of this returning day.

21. $\left\{ \begin{array}{l} \text{eyes } \left\{ \begin{array}{l} \text{My} \\ \text{opening} \end{array} \right\} \\ \text{see } \left\{ \begin{array}{l} \text{with rapture} \\ \text{dawn } \left\{ \begin{array}{l} \text{the} \\ \text{of day.} \end{array} \right\} \left\{ \begin{array}{l} \text{this} \\ \text{returning} \end{array} \right\} \end{array} \right. \end{array} \right.$

22. With many a weary step and many a groan,
Up the high hill he heaves a huge round stone.

22. $\left\{ \begin{array}{l} \text{he} \\ \text{heaves } \left\{ \begin{array}{l} \text{stone. } \left\{ \begin{array}{l} \text{a} \\ \text{huge} \\ \text{round} \end{array} \right\} \\ \text{Up hill } \left\{ \begin{array}{l} \text{the} \\ \text{high} \end{array} \right\} \\ \text{With step } \left\{ \begin{array}{l} \text{many a} \\ \text{weary} \end{array} \right\} \\ \text{(and)} \\ \text{[with] groan, | many a} \end{array} \right. \end{array} \right.$

22. This is a simp. decl. sent., of which "*he*" is the simp. subj., unmod., and the remainder of the sentence is the compl. pred., of which "*heaves*" is the simp. pred., mod. first by "*a huge round stone*," a compl. obj. el. of the first class, of which "*stone*," the base, is mod. by "*a*," "*huge*" and "*round*," three simp. adj. el. of the first class; secondly, by "*up the high hill*," a compl. adv. el. of the second class, of which "*hill*," the noun of the base, is mod. by "*the*," a simp. adj. el. of the first class: thirdly, by "*with many a weary step and with many a groan*," a compl. comp. adv. el. of the second class, of which "*with many a weary step*" is the first member, of which "*step*," the noun of the base, is mod. by "*many a*" and "*weary*," two simp. adj. el. of the first class.

23. Strong Creator, Savior mild,
Humbled to a little child,
Captive, beaten, bound, reviled—
Jesus, hear and save.

23.
$$\left\{ \begin{array}{l} \text{(Creator | Strong)} \\ \text{(Savior } \left\{ \begin{array}{l} \text{mild} \\ \text{Humbled} \end{array} \right\} \text{ to child } \left\{ \begin{array}{l} \text{a} \\ \text{little} \end{array} \right\}) \\ \text{(Captive } \left\{ \begin{array}{l} \text{beaten} \\ \text{bound} \\ \text{reviled} \end{array} \right\}) \\ \text{(Jesus)} \\ \text{[Thou]} \\ \text{hear} \\ \text{(and)} \\ \text{save.} \end{array} \right.$$

23. This is a partial comp. imp. sent., of which "*[Thou]*" is the simp. subj., unmod. and "*hear and save*" is the comp. pred. This sentence is preceded by four independent elements. The first is complex, of which "*Creator*," the base, is mod. by "*strong*," a simp. adj. el. of the first class. The second is also complex, of which "*Savior*," the base, is mod. by "*mild*," a simp. adj. el. of the first class, and by "*humbled to a little child*," a compl. adj. el. of the first class, of which "*humbled*," the base, is mod. by "*to a little child*," a compl. adv. el. of the second class, of which "*child*," the noun of the base, is mod. by "*a*" and "*little*," two simp. adj. el. of the first class. The third independent el. is, also, complex, of which "*captive*," the base, is mod. by "*beaten*," "*bound*" and "*reviled*," three simp. adj. el. of the first class. The fourth, "*Jesus*," is simple.

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 55. (R. E. p. 62.)

1. He and I attend the same school. 2. She gave her sister a new book.

1.
$$\left\{ \begin{array}{l} \text{He} \\ \text{(and)} \\ \text{I} \end{array} \right. \text{ attend | school. } \left\{ \begin{array}{l} \text{the} \\ \text{same} \end{array} \right.$$

2.
$$\left\{ \begin{array}{l} \text{She} \\ \text{gave} \end{array} \right. \left\{ \begin{array}{l} \text{book.} \\ \text{[to] sister | her} \end{array} \right. \left\{ \begin{array}{l} \text{a} \\ \text{new} \end{array} \right.$$

3. Have you seen him to-day?

4. I saw it with my own eyes.

3.
$$\left\{ \begin{array}{l} \text{you} \\ \text{Have seen} \end{array} \right. \left\{ \begin{array}{l} \text{him} \\ \text{to-day?} \end{array} \right.$$

4.
$$\left\{ \begin{array}{l} \text{I} \\ \text{saw} \end{array} \right. \left\{ \begin{array}{l} \text{it} \\ \text{with eyes.} \end{array} \right. \left\{ \begin{array}{l} \text{my} \\ \text{own} \end{array} \right.$$

5. You yourself told me so. 6. The wicked is snared in the work of his own hands.

5. $\left\{ \begin{array}{l} \text{You} \mid \text{yourself} \\ \text{told} \left\{ \begin{array}{l} [\text{to}] \text{ me} \\ \text{so.} \end{array} \right. \end{array} \right.$

"*Yourself*" is an adj. el., lim. "*you*."

6. $\left\{ \begin{array}{l} [\text{man}] \left\{ \begin{array}{l} \text{The} \\ \text{wicked} \end{array} \right. \\ \text{is snared} \mid \text{in work} \left\{ \begin{array}{l} \text{the} \\ \text{of hands.} \end{array} \right. \left\{ \begin{array}{l} \text{his} \\ \text{own} \end{array} \right. \end{array} \right.$

7. I bought the book and read it.

7. $\left\{ \begin{array}{l} \text{I} \\ \text{bought} \mid \text{book} \mid \text{the} \\ (\text{and}) \\ \text{read} \mid \text{it.} \end{array} \right.$

7. This is a partial compound sentence, of which "*I*" is the simp. subj., unmod., and "*bought the book and read it*" is the complex compound pred., of which "*bought the book*" is the first member, of which "*bought*" is the base, mod. by "*the book*," a compl. obj. el. of the first class, of which "*book*," the base, is mod. by "*the*," a simp. adj. el. of the first class. "*Read it*" is the second member of the comp. pred., of which "*read*" is the base, mod. by "*it*," a simp. obj. el. of the first class. "*And*" is the connective.

8. They live in our house. 9. I see them on their winding way.

8. $\left\{ \begin{array}{l} \text{They} \\ \text{live} \mid \text{in house.} \mid \text{our} \end{array} \right.$

9. $\left\{ \begin{array}{l} \text{I} \\ \text{see} \left\{ \begin{array}{l} \text{them} \\ \text{on way.} \end{array} \right. \left\{ \begin{array}{l} \text{their} \\ \text{winding} \end{array} \right. \end{array} \right.$

10. For we dare not make ourselves of the number, or compare ourselves with some that commend themselves: but they, measuring themselves by themselves, and comparing themselves among themselves, are not wise.

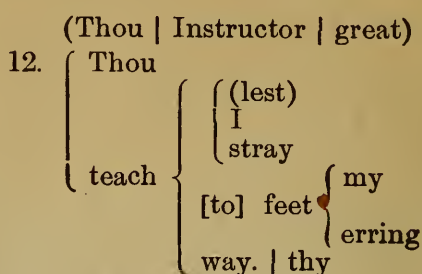
10. $\left\{ \begin{array}{l} (\text{For}) \\ \text{we} \\ \text{dare} \left\{ \begin{array}{l} \text{not} \\ [\text{to}] \text{ make} \mid [\text{to be}] \text{ of number} \mid \text{the} \\ (\text{or}) \\ [\text{to}] \text{ compare} \left\{ \begin{array}{l} \text{ourselves} \\ \text{with} [\text{people}] \end{array} \right\} \left\{ \begin{array}{l} \text{some} \\ \left\{ \begin{array}{l} \text{that} \\ \text{commend} \mid \text{themselves} \end{array} \right. \end{array} \right. \end{array} \right. \\ (\text{but}) \\ \text{they} \left\{ \begin{array}{l} \text{measuring} \\ (\text{and}) \\ \text{comparing} \end{array} \right\} \left\{ \begin{array}{l} \text{themselves} \\ \text{by themselves} \\ \text{themselves} \\ \text{among themselves} \end{array} \right. \\ \text{are .. wise.} \\ \text{(not)} \end{array} \right.$

11. My country, 't is of thee,
Sweet land of liberty,
Of thee, I sing.

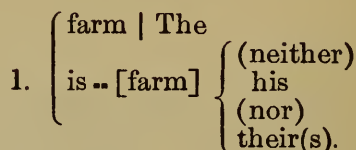
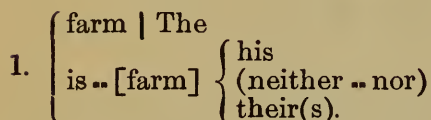
11. $\left\{ \begin{array}{l} \text{country} \mid \text{My} \\ (\text{it}) \\ [\text{that}] \\ \text{I} \\ \text{sing.} \\ \text{is .. of thee (of thee)} \\ \text{(land} \left\{ \begin{array}{l} \text{sweet} \\ \text{of liberty} \end{array} \right. \end{array} \right.$

"*It*" is an expletive. "*[That] I sing*" is the simp. subj. of the sentence. "*Land*" is in apposition with "*thee*."

12. Thou great Instructor, lest I stray,
Teach thou my erring feet thy way.

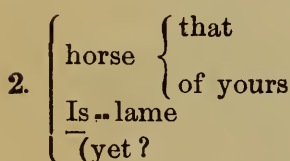


1. The farm is neither his nor theirs.

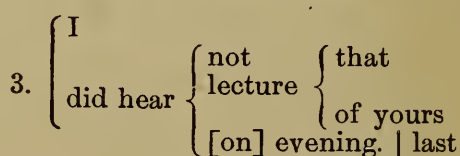


"Neither" and "nor" are corresponding connectives.

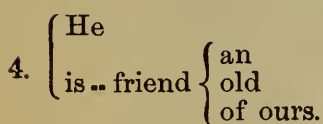
2. Is that horse of yours lame yet?



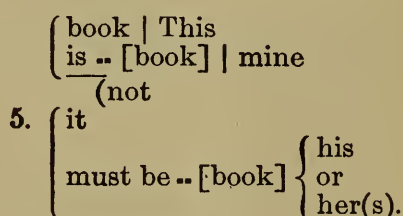
3. I did not hear that lecture of yours last evening.



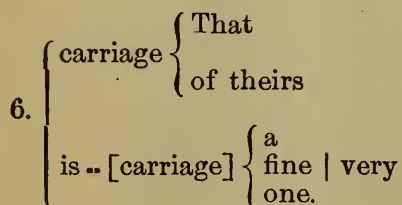
4. He is an old friend of ours.



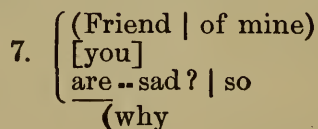
5. This book is not mine; it must be his or hers.



6. That carriage of theirs is a very fine one.

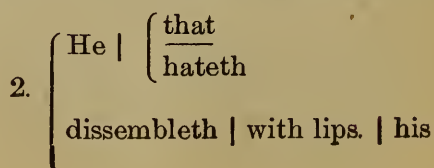
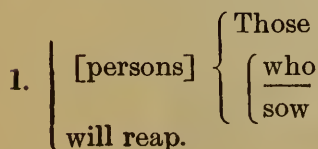


7. Friend of mine, why so sad?

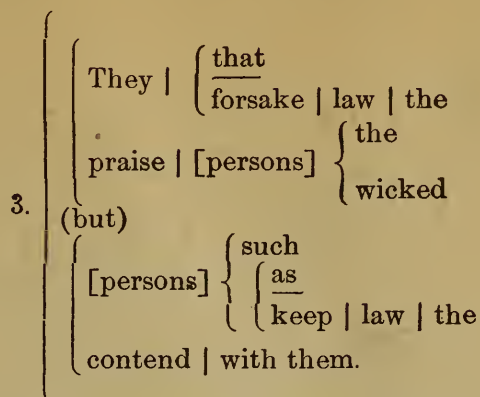


SENTENCES FROM HARVEY'S GRAMMAR, PAGE 61. (R. E. p. 68.)

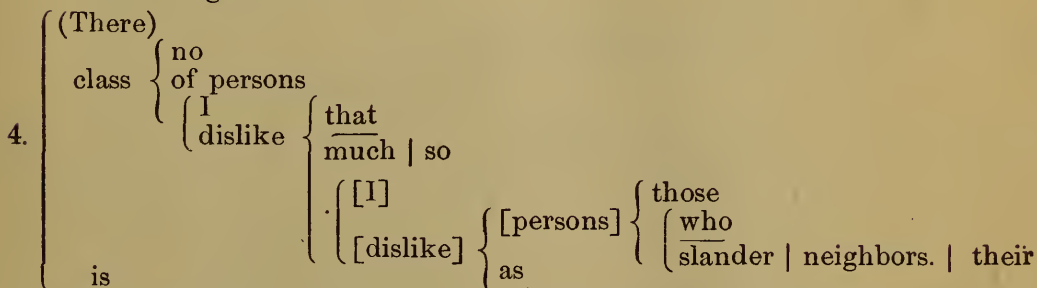
1. Those who sow will reap. 2. He that hateth, dissembleth with his lips.



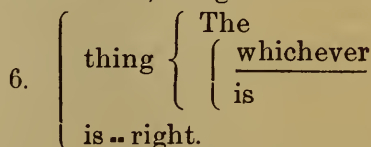
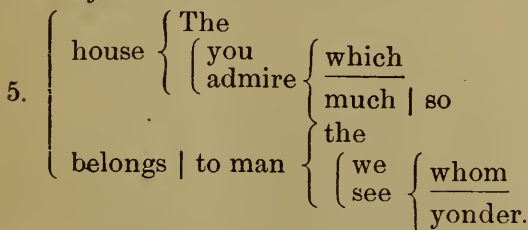
3. They that forsake the law, praise the wicked; but such as keep the law, contend with them.



4. There is no class of persons that I dislike so much as those who slander their neighbors.

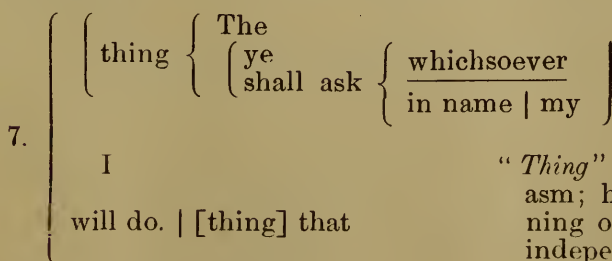


5. The house which you admire so much, belongs to the man whom we see yonder.



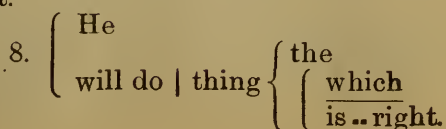
7. Whatsoever ye shall ask in my name, that will I do.

2nd reading. The thing whichsoever ye shall ask in my name, that will I do.



"Thing" is nom. absol. by pleonasm; hence, the el. at the beginning of the diagram is compl. independent.

8. He will do what is right.



8. What can be more beautiful than that landscape? 9. Which is the lesson? 10. Who told you how to parse "what"?

8. $\left\{ \begin{array}{l} \text{What} \\ \text{can be} - \text{beautiful} \end{array} \right\} \left\{ \begin{array}{l} \text{more} \\ \left(\begin{array}{l} \text{(than)} \\ \text{landscape} \end{array} \right) | \text{that} \\ \text{[is} - \text{beautiful]} \end{array} \right.$ 9. $\left\{ \begin{array}{l} \text{lesson} | \text{the} \\ \text{is} - \text{Which?} \end{array} \right.$ 10. $\left\{ \begin{array}{l} \text{Who} \\ \text{told} \left\{ \begin{array}{l} \text{[to]} \text{you} \\ \text{to parse} \end{array} \right\} \left\{ \begin{array}{l} \text{"what."} \\ \text{how} \end{array} \right.$

1. Who is in the garden?—My father. 2. I do not know who is in the garden.

1. $\left\{ \begin{array}{l} \text{Who} \\ \text{is} - \text{in garden} | \text{the} \\ \text{father} | \text{My} \\ \text{[is} - \text{in garden]} | \text{[the]} \end{array} \right.$ 2. $\left\{ \begin{array}{l} \text{I} \\ \text{do know} \left\{ \begin{array}{l} \text{not} \\ \left(\begin{array}{l} \text{who} \\ \text{is in garden.} \end{array} \right) | \text{the} \end{array} \right.$ Rem. The subordinate sentence is interrogative. It is an objective element.

3. Tell me what I shall do. 4. What vessel is that?

3. $\left\{ \begin{array}{l} \text{[you]} \\ \text{tell} \left\{ \begin{array}{l} \text{[to]} \text{me} \\ \left(\begin{array}{l} \text{I} \\ \text{shall do.} \end{array} \right) | \text{what} \end{array} \right.$ 4. $\left\{ \begin{array}{l} \text{[vessel]} \text{that} \\ \text{is} - \text{vessel?} | \text{What} \end{array} \right.$

5. Always seek for what you need the most.

6. Whose house was burned last night?—Mr. Hubbard's.

5. $\left\{ \begin{array}{l} \text{[you]} \\ \text{seek} \left\{ \begin{array}{l} \text{Always} \\ \text{for thing} \left\{ \begin{array}{l} \text{the} \\ \left(\begin{array}{l} \text{you} \\ \text{need} \left\{ \begin{array}{l} \text{which} \\ \text{most.} \end{array} \right) | \text{the} \end{array} \right. \end{array} \right. \end{array} \right.$ 6. $\left\{ \begin{array}{l} \text{house} | \text{Whose} \\ \text{was burned} | \text{[on] night?} | \text{last} \\ \text{[house] Mr. Hubbard's} \\ \text{[was burned].} \end{array} \right.$

7. The boy closed the shutters, which darkened the room.

8. What is his name?

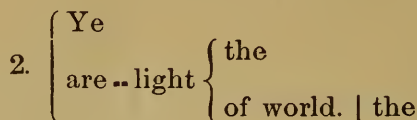
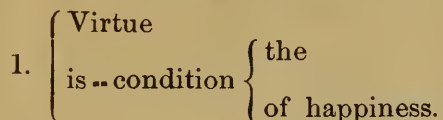
7. $\left\{ \begin{array}{l} \text{boy} | \text{The} \\ \text{closed} | \text{shutters} | \text{the} \\ \text{[act]} | \text{which} \\ \text{darkened} | \text{room.} | \text{the} \end{array} \right.$ 8. $\left\{ \begin{array}{l} \text{name?} | \text{his} \\ \text{is} - \text{What} \end{array} \right.$

9. Whoever enters here should have a pure heart. 10. I gave all that I had.

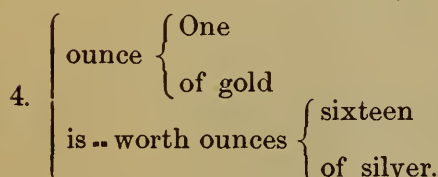
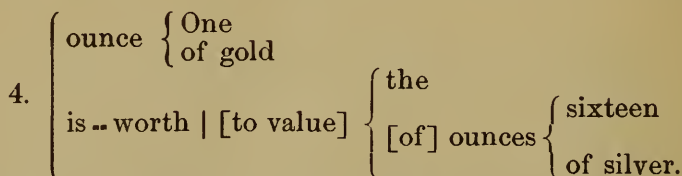
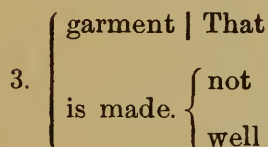
9. $\left\{ \begin{array}{l} \text{[he]} | \left\{ \begin{array}{l} \text{Whoever} \\ \text{enters} | \text{here} \\ \text{should have} | \text{heart.} \end{array} \right\} \left\{ \begin{array}{l} \text{a} \\ \text{pure} \end{array} \right.$ 10. $\left\{ \begin{array}{l} \text{I} \\ \text{gave} | \text{[things]} \left\{ \begin{array}{l} \text{all} \\ \left(\begin{array}{l} \text{I} \\ \text{had.} \end{array} \right) | \text{that.} \end{array} \right.$

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 64. (REV. ED. p. 71.)

1. Virtue is the condition of happiness. 2. Ye are the light of the world.

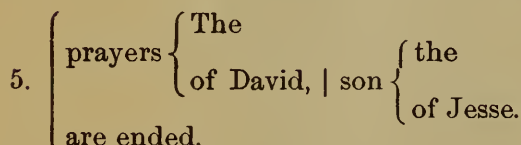


3. That garment is not well made. 4. One ounce of gold is worth sixteen ounces of silver.



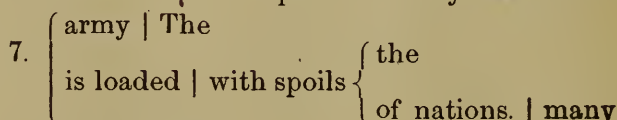
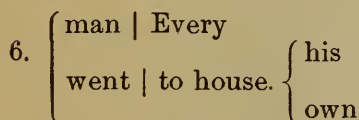
NOTE.—“*Worth*” is either a pred. adj., as in the first diagram, or a prep. governing “*ounces*,” as indicated in the second. According to the second method “*worth ounces*” is the attribute of the second class.

5. The prayers of David, the son of Jesse, are ended.

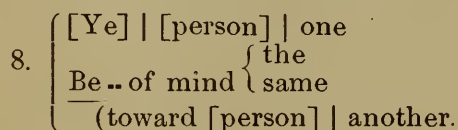


NOTE.—“*The son of Jesse*,” is an adj. el. lim. “*David*.”

6. Every man went to his own house. 7. The army is loaded with the spoils of many nations.



8. Be of the same mind one toward another.



8. This is a simp. imper. sent., of which “[*ye*] *one* [*person*],” is the compl. subj., of which “[*ye*],” is the simp. subj., mod. by “*one* [*person*],” a compl. adj., el. of the first class, of which “[*person*],” is the base, mod. by “*one*,” a simp. adj. el. of the first class. Of which sentence “*be of the same mind toward another person*” is the compl. pred., of “*be of mind*” is the simp. pred., of which “*be*,” the copula, is mod. by “*toward another* [*person*],” a compl. adv. el. of the second class, of which “*toward* [*person*],” is the base, of which “[*person*],” the noun of the base, is mod. by “*another*,” a simp. adj. el. of the first class. “*Of mind*” is the attribute of the second class, of which “*mind*,” the noun, is mod. by “*the*” and “*same*,” two simp. adj. el. of the first class.

9. He sacrificed everything he had in the world: what could we ask more?

9. $\left\{ \begin{array}{l} \text{He} \\ \text{sacrificed} \mid \text{thing} \end{array} \right\} \left\{ \begin{array}{l} \text{every} \\ \left\{ \begin{array}{l} \text{he} \\ \text{had} \end{array} \right\} \left\{ \begin{array}{l} \text{[which]} \\ \text{in world.} \mid \text{the} \end{array} \right\} \end{array} \right.$ $\cdot \left\{ \begin{array}{l} \text{we} \\ \text{could ask} \end{array} \right\} \left\{ \begin{array}{l} \text{what} \\ \text{more?} \end{array} \right.$

10. Who's here so base that would be a bondman?

10. $\left\{ \begin{array}{l} \text{Who} \mid \text{base} \\ \text{is .. here} \end{array} \right\} \left\{ \begin{array}{l} \text{so} \\ \left\{ \begin{array}{l} \text{(that)} \\ \text{[he]} \end{array} \right\} \left\{ \begin{array}{l} \text{would be} = \text{bondman.} \mid \text{a} \end{array} \right\} \end{array} \right.$

11. I speak as to wise men: judge ye what I say.

11. $\left\{ \begin{array}{l} \text{I} \\ \text{speaks} \mid \left\{ \begin{array}{l} \text{[I]} \\ \text{[would speak]} \end{array} \right\} \left\{ \begin{array}{l} \text{as} \\ \text{to men:} \mid \text{wise} \end{array} \right\} \end{array} \right.$
 $\left\{ \begin{array}{l} \text{ye} \\ \text{judge} \mid \text{thing} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \left\{ \begin{array}{l} \text{I} \\ \text{say.} \mid \text{which} \end{array} \right\} \end{array} \right.$

12. Liberty was theirs as men: without it they did not esteem themselves as men.

12. $\left\{ \begin{array}{l} \text{Liberty} \\ \text{was [right]} \mid \text{their(s)} \\ \text{— (as men} \end{array} \right.$

NOTE 1.—“*As*” is a prep.
 “*As men*” is a second class
 el., mod. “*was*.”

$\left\{ \begin{array}{l} \text{they} \\ \text{did esteem} \end{array} \right\} \left\{ \begin{array}{l} \text{without it} \\ \text{not} \\ \text{[to be] men} \\ \text{— ([themselves} \end{array} \right.$

NOTE 2.—“*Themselves*” is a
 simp. subjective el., mod.
 “*[to be]*.”

13. The death of Socrates, peacefully philosophizing with his friends, is the most pleasant that could be desired.

13. $\left\{ \begin{array}{l} \text{death} \left\{ \begin{array}{l} \text{The} \\ \text{of Socrates,} \mid \text{philosophizing} \end{array} \right\} \left\{ \begin{array}{l} \text{peacefully} \\ \text{with friends,} \mid \text{his} \end{array} \right\} \\ \text{is .. [death]} \left\{ \begin{array}{l} \text{the} \\ \text{pleasant} \mid \text{most} \\ \left\{ \begin{array}{l} \text{that} \\ \text{could be desired.} \end{array} \right\} \end{array} \right\} \end{array} \right.$

14. I was a stricken deer, that left the herd long since.

14. $\left\{ \begin{array}{l} \text{I} \\ \text{was .. deer} \end{array} \right\} \left\{ \begin{array}{l} \text{a} \\ \text{stricken} \\ \left\{ \begin{array}{l} \text{that} \\ \text{left} \end{array} \right\} \left\{ \begin{array}{l} \text{herd} \mid \text{the} \\ \text{since.} \mid \text{long} \end{array} \right\} \end{array} \right.$

15. O Popular Applause! what heart of man
Is proof against thy sweet, seducing charms?

(O) (Applause! | Popular)

15. { heart { what
 { of man
Is--proof | against charms? { thy
 { sweet
 { seducing

16. Beauty is but a vain, a fleeting good:
A shining gloss, that fadeth suddenly.

16. { Beauty
 { is = good { a
 { (but { vain
 { a
 { fleeting
16. { [It]
 { is = gloss { a
 { shining
 { that
 { fadeth | suddenly.

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 65. (REV. ED. p. 71.)

17. What black, what ceaseless cares besiege our state:
What strokes we feel from fancy and from fate.

17. { [cares] { What
 { ([and]) { black
 { cares { what
 { ceaseless
17. { we
 { feel | strokes { What
 { from fancy
 { (and)
 { from fate.

18. Unveil thy bosom, faithful tomb;
Take this new treasure to thy trust;
And give these sacred relics room
To slumber in the silent dust.

18. { tomb | faithful
 { [thou]
 { Unveil | bosom, | thy
 { { [thou]
 { Take { treasure { this
 { to trust; | thy
 { (And)
 { { [thou]
 { give { [to] relics { these
 { room | To slumber | in dust. { the
 { silent

NOTE.—“*To slumber*,” etc., is an adj. el. lim. “*room*.”

19. Thy spirit, Independence, let me share,
Lord of the lion-heart and eagle-eye:
Thy steps I'll follow with my bosom bare;
Nor heed the storm that howls along the sky.

19. { Independence, | Lord { of lion-heart | the }
 [thou] { and }
 { [of] eagle-eye: | the }
 let | [to] share { spirit, | Thy }
 { me }

{ I }
 { will follow { steps | Thy }
 { (nor) { with bosom { my }
 { [I] { bare; }
 { [will] heed | storm { the }
 { { that }
 { howls | along sky. | the }

20. The gay will laugh
 When thou art gone; the solemn brood of care
 Plod on, and each one as before will chase
 His favorite phantom; yet all these shall leave
 Their mirth and their employment, and shall come
 And make their bed with thee.—*Bryant.*

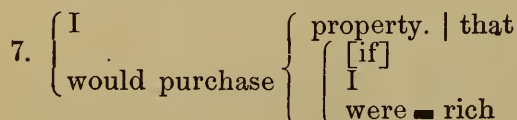
{ [persons] | { The }
 { will laugh | { gay }
 { { thou }
 { art gone | When }
 { ([and]) }
 { brood { the }
 { { solemn }
 { [will] Plod | on }
 { (and) }
 20. { [person] { each }
 { one }
 { will chase { phantom. { His }
 { { [he] { favorite }
 { { [did chase] { as }
 { before }
 { (yet) }
 { [persons] { all }
 { these }
 { shall leave { mirth | Their }
 { (and) }
 { employment | their }
 { (and) }
 { shall come }
 { (and) }
 { [shall] make { bed | their }
 { with thee }

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 76. (REV. ED. p. 87.)

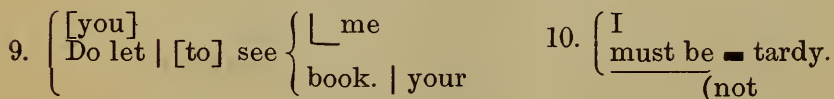
5. If he study, he will excel. 6. If he studies it is when he is alone.



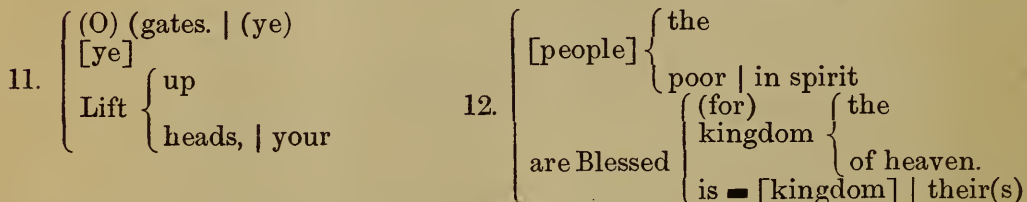
7. Were I rich I would purchase that property.



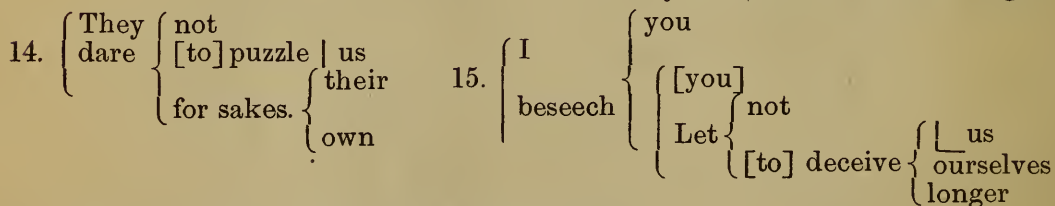
9. Do let me see your book. 10. I must not be tardy.



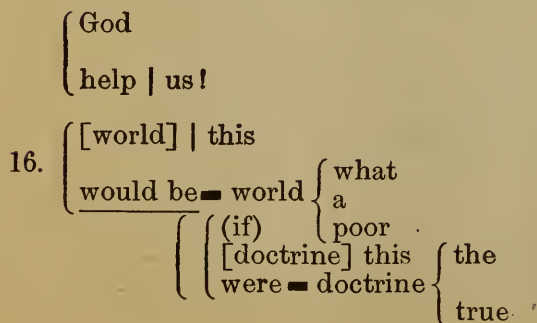
11. Lift up your heads, O ye gates. 12. Blessed are the poor in spirit; for theirs is the kingdom of heaven.



14. They dare not puzzle us for their own sakes. 15. Let us not, I beseech you, deceive ourselves longer.



16. God help us! what a poor world this would be, if this were the true doctrine.



17. If a line is parallel to a line of a plane, it is parallel to that plane.

17. $\left\{ \begin{array}{l} \text{it} \\ \text{is} \text{ — parallel } | \text{ to plane, } | \text{ that.} \end{array} \right\}$
 $\left\{ \begin{array}{l} \text{(If)} \\ \text{line } | \text{ a} \\ \text{is} \text{ — parallel } | \text{ to line } \end{array} \right\} \left\{ \begin{array}{l} \text{a} \\ \text{of plane } | \text{ a} \end{array} \right\}$

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 77. (REV. ED., p. 87.)

18. If a plane intersect two parallel planes, the lines of intersection will be parallel.

18. $\left\{ \begin{array}{l} \text{lines } \left\{ \begin{array}{l} \text{the} \\ \text{of intersection} \end{array} \right. \\ \text{will be} \text{ — parallel } | \end{array} \right\} \left\{ \begin{array}{l} \text{(If)} \\ \text{plane } | \text{ a} \\ \text{intersect } | \text{ planes, } \end{array} \right\} \left\{ \begin{array}{l} \text{two} \\ \text{parallel.} \end{array} \right\}$
 Rem. In the 17th and 18th sentences the subordinate sentences mod. "is parallel" and "will be parallel."

19. Such a man were one for whom a woman's heart should beat constant while he lives, and break when he dies.

19. $\left\{ \begin{array}{l} \text{man } \left\{ \begin{array}{l} \text{Such} \\ \text{a} \end{array} \right. \\ \text{were} \text{ — [man] } \end{array} \right\} \left\{ \begin{array}{l} \text{one} \\ \left\{ \begin{array}{l} \text{heart } | \text{ woman's } | \text{ a} \\ \text{should beat} \\ \text{and} \\ \text{[should] break} \end{array} \right\} \left\{ \begin{array}{l} \text{constant(ly)} \\ \left\{ \begin{array}{l} \text{he} \\ \text{lives, } | \text{ while} \end{array} \right\} \\ \left\{ \begin{array}{l} \text{he} \\ \text{dies } | \text{ when} \end{array} \right\} \\ | \text{ for whom} \end{array} \right\}$

"For whom" mod. both "should beat" and [should] "break." "Constant" is used for adv. "constantly."

20. Reign thou in hell, thy kingdom; let me serve
In heaven, God ever blest.—Milton.

20. $\left\{ \begin{array}{l} \text{thou} \\ \text{Reign } | \text{ in hell, } | \text{ kingdom;—thy} \\ \text{[thou]} \\ \text{let [to] serve } \left\{ \begin{array}{l} \text{in heaven} \\ \text{God } | \text{ blest. } | \text{ ever} \\ \text{me} \end{array} \right. \end{array} \right\}$

"Kingdom" is in apposition with "hell" and is an adjective element.

21. Place me on Sunium's marble steep,
Where nothing, save the waves and I,
May hear our mutual murmurs sweep;
There, swan-like, let me sing and die.—Byron.

21. $\left\{ \begin{array}{l} \text{[you]} \\ \text{Place} \end{array} \right\} \left\{ \begin{array}{l} \text{me} \\ \text{on steep} \end{array} \right\} \left\{ \begin{array}{l} \text{Sunium's} \\ \text{marble} \end{array} \right\}$
- $\left\{ \begin{array}{l} \text{nothing} \\ \text{May hear} \end{array} \right\} \left\{ \begin{array}{l} \text{save waves} \\ \text{[save] I = (me)} \\ \text{[to] sweep} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{and} \\ \text{murmurs.} \end{array} \right\} \left\{ \begin{array}{l} \text{our} \\ \text{mutual} \end{array} \right\}$
- $\left\{ \begin{array}{l} \text{[you]} \\ \text{let} \end{array} \right\} \left\{ \begin{array}{l} \text{[to] sing} \\ \text{(and} \\ \text{[to] die} \end{array} \right\} \left\{ \begin{array}{l} \text{me} \\ \text{there} \\ \text{swan-like} \end{array} \right\}$
- Where
Rem. "I" after "save" is used for "me."
The reason is apparent.
"Our mutual murmurs" is a compl. subj. el. of which "murmurs," the base, is mod. by "our" and "mutual" two simp. adj. el. of the 1st class.

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 102. (REV. ED., p. 112.)

1. They commenced plowing yesterday.
 2. I write letters.
 3. My father brought me some pine-apples when he came from the city.
 4. She had gone to walk.
 5. When do you intend to return my umbrella?
 6. Hallowed be Thy name.
 7. I could not learn to do it.
 8. The weather was unpleasant.
 9. He should have been more industrious.
 10. Shall I assist you?
 11. How many regiments were mustered out?
1. $\left\{ \begin{array}{l} \text{They} \\ \text{commenced} \end{array} \right\} \left\{ \begin{array}{l} \text{plowing} \\ \text{yesterday.} \end{array} \right\}$
2. $\left\{ \begin{array}{l} \text{I} \\ \text{write} \end{array} \right\} \left\{ \begin{array}{l} \text{letters.} \\ \text{seldom} \end{array} \right\}$
3. $\left\{ \begin{array}{l} \text{father} \\ \text{brought} \end{array} \right\} \left\{ \begin{array}{l} \text{My} \\ \text{[to] me} \\ \text{pine-apples} \\ \text{he} \\ \text{came} \end{array} \right\} \left\{ \begin{array}{l} \text{some} \\ \text{when} \\ \text{from city.} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \end{array} \right\}$
4. $\left\{ \begin{array}{l} \text{She} \\ \text{had gone} \end{array} \right\} \left\{ \begin{array}{l} \text{to walk.} \end{array} \right\}$
5. $\left\{ \begin{array}{l} \text{you} \\ \text{do intend} \end{array} \right\} \left\{ \begin{array}{l} \text{to return} \end{array} \right\} \left\{ \begin{array}{l} \text{When} \\ \text{umbrella?} \end{array} \right\} \left\{ \begin{array}{l} \text{my} \end{array} \right\}$
6. $\left\{ \begin{array}{l} \text{name.} \\ \text{be Hallowed} \end{array} \right\} \left\{ \begin{array}{l} \text{Thy} \end{array} \right\}$
7. $\left\{ \begin{array}{l} \text{I} \\ \text{could learn} \end{array} \right\} \left\{ \begin{array}{l} \text{not} \\ \text{to do} \end{array} \right\} \left\{ \begin{array}{l} \text{it.} \end{array} \right\}$
8. $\left\{ \begin{array}{l} \text{[thou]} \\ \text{Respect} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{[persons]} \end{array} \right\} \left\{ \begin{array}{l} \text{aged.} \end{array} \right\}$
9. $\left\{ \begin{array}{l} \text{He} \\ \text{should have been} \end{array} \right\} \left\{ \begin{array}{l} \text{more} \end{array} \right\} \left\{ \begin{array}{l} \text{industrious.} \end{array} \right\}$
10. $\left\{ \begin{array}{l} \text{weather} \\ \text{was} \end{array} \right\} \left\{ \begin{array}{l} \text{The} \\ \text{unpleasant.} \end{array} \right\}$
11. $\left\{ \begin{array}{l} \text{I} \\ \text{Shall assist} \end{array} \right\} \left\{ \begin{array}{l} \text{you?} \end{array} \right\}$
12. $\left\{ \begin{array}{l} \text{regiments} \\ \text{were mustered} \end{array} \right\} \left\{ \begin{array}{l} \text{many} \\ \text{out?} \end{array} \right\} \left\{ \begin{array}{l} \text{How} \end{array} \right\}$

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 103. (REV. ED., p. 113.)

14. Have all the gifts of healing? 15. Remember thy Creator in the days
of thy youth.

14. $\left\{ \begin{array}{l} [\text{persons}] \mid \text{all} \\ \text{Have} \mid \text{gifts} \left\{ \begin{array}{l} \text{the} \\ \text{of healing?} \end{array} \right. \end{array} \right.$ 15. $\left\{ \begin{array}{l} [\text{thou}] \\ \text{Remember} \left\{ \begin{array}{l} \text{Creator} \mid \text{thy} \\ \text{in days} \left\{ \begin{array}{l} \text{the} \\ \text{of youth.} \mid \text{thy} \end{array} \right. \end{array} \right. \end{array} \right.$

16. The poor must work in their grief. 17. We were speedily convinced
that his professions were insincere.

16. $\left\{ \begin{array}{l} [\text{people}] \left\{ \begin{array}{l} \text{The} \\ \text{poor} \end{array} \right. \\ \text{must work} \mid \text{in grief.} \mid \text{their} \end{array} \right.$ 17. $\left\{ \begin{array}{l} \text{We} \\ \text{were convinced} \left\{ \begin{array}{l} \text{speedily} \\ \text{(that)} \\ \text{professions} \mid \text{his} \\ \text{were} = \text{insincere.} \end{array} \right. \end{array} \right.$

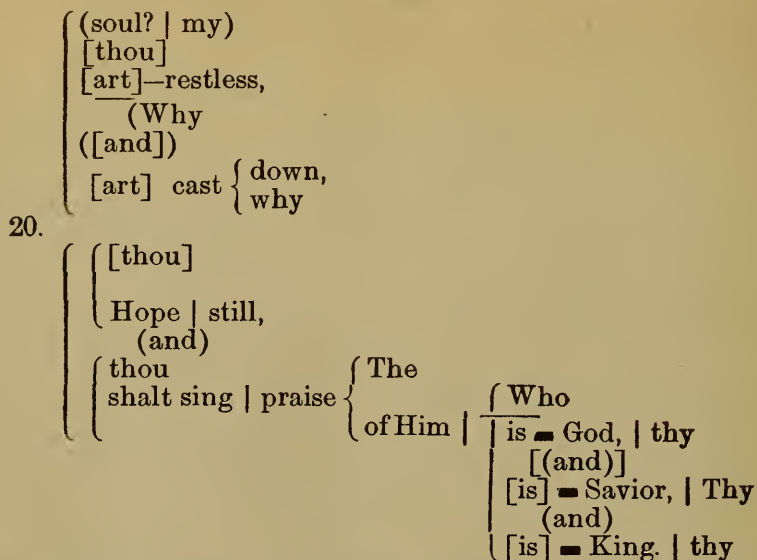
18. Hear, father, hear our prayer! Long hath thy goodness our footsteps
attended.

18. $\left\{ \begin{array}{l} (\text{Father,}) \\ [\text{thou}] \\ \text{Hear,} \\ [(\text{and})] \\ \text{hear} \mid \text{prayer!} \mid \text{our} \\ \text{goodness} \mid \text{thy} \\ \text{hath attended.} \left\{ \begin{array}{l} \text{Long} \\ \text{footsteps} \mid \text{our} \end{array} \right. \end{array} \right.$

19. That very law that molds a tear,
And bids it trickle from its source,
That law preserves the earth a sphere,
And guides the planets in their course.

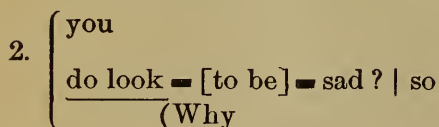
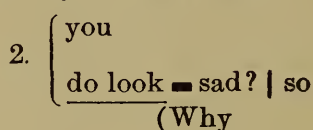
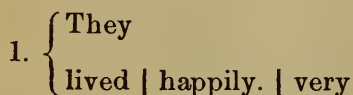
19. $\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{That} \\ \text{very} \\ \text{law} \left\{ \begin{array}{l} \text{that} \\ \text{molds} \mid \text{tear,} \mid \text{a} \\ (\text{And}) \\ \text{bids} \mid [\text{to}] \text{trickle} \left\{ \begin{array}{l} \text{it} \\ \text{from source,} \mid \text{its} \end{array} \right. \end{array} \right. \end{array} \right. \\ \text{law} \mid \text{That} \\ * \text{preserves} [\text{to be}] \text{sphere,} \mid \text{a} \\ \quad \quad \quad (\text{And}) \\ \text{guides} \left\{ \begin{array}{l} \text{planets} \mid \text{the} \\ \text{in course.} \mid \text{their} \end{array} \right. \\ * \text{or, preserves} \left\{ \begin{array}{l} \text{earth} \mid \text{the} \\ [\text{as}] \text{sphere,} \mid \text{a} \end{array} \right. \end{array} \right.$

20. Why restless, why cast down, my soul?
 Hope still, and thou shalt sing
 The praise of Him who is thy God,
 Thy Savior, and thy King.



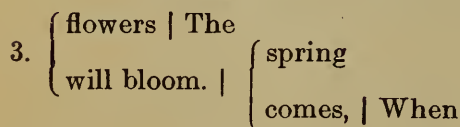
SENTENCES FROM HARVEY'S GRAMMAR, PAGE 109. (REV. ED., p. 120.)

1. They lived very happily. 2. Why do you look so sad?



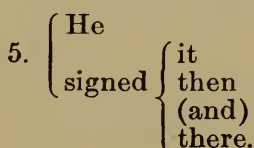
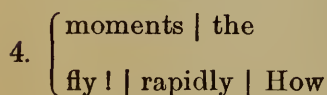
"Sad" is a pred. adj., after "do look," an impure copula, or after "to be" understood.

3. When spring comes, the flowers will bloom.



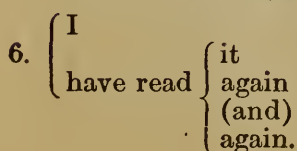
"When" is a conj. adv., mod. "comes" and connects the subordinate sentence to "will bloom."

4. How rapidly the moments fly! 5. He signed it then and there.



"Then and there" is a comp. adv. el. of the 1st class, mod. "signed."

6. I have read it again and again.



"Again and again" is a comp. adv. el. of 1st class, mod. "have read."

7. He will do so no more. 8. The mystery will be explained by and by.

7. $\left\{ \begin{array}{l} \text{He} \\ \text{will do} \end{array} \right\} \left\{ \begin{array}{l} \text{so} \\ \text{more. | no} \end{array} \right.$

"No" is an adv., mod. "*more.*"

8. $\left\{ \begin{array}{l} \text{mystery | The} \\ \text{will be explained} \end{array} \right\} \left\{ \begin{array}{l} \text{by} \\ \text{(and)} \\ \text{by} \end{array} \right.$

"By and by" is a comp. adv. el. of 1st class, mod. "*will be explained.*"

9. Perchance you are the man. 10. Whither has he gone?

9. $\left\{ \begin{array}{l} \text{you} \\ \text{are = man. | the} \end{array} \right.$
(Perchance

10. $\left\{ \begin{array}{l} \text{he} \\ \text{has gone? | Whither} \end{array} \right.$

11. They were agreeably disappointed. 12. He lives just over the hill yonder.

11. $\left\{ \begin{array}{l} \text{They} \\ \text{were disappointed. | agreeably} \end{array} \right.$

12. $\left\{ \begin{array}{l} \text{He} \\ \text{lives | over hill} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{yonder.} \end{array} \right.$
just

"Just" is an adv. el. of 1st class, mod. "*over hill.*"

13. Henceforth let no man fear that God will forsake us.

14. I saw him before he left.

13. $\left\{ \begin{array}{l} [\text{you}] \\ \text{let | [to] fear} \end{array} \right\} \left\{ \begin{array}{l} \text{man | no} \\ \text{(that)} \\ \text{God} \\ \text{will forsake | us.} \\ \text{Henceforth} \end{array} \right.$

14. $\left\{ \begin{array}{l} \text{I} \\ \text{saw} \end{array} \right\} \left\{ \begin{array}{l} \text{him} \\ \text{(he} \\ \text{left. | before} \end{array} \right.$

"Before" is a conj. adv., mod. "*left,*" and connecting the sub. sent. to "*saw.*"

"To fear," etc., is the object of "*let.*"
"No man" is a compl. subj. el. of 1st class.
"Man" is the objective subject of "[to] fear."

15. I will not be unjust. 16. I have not seen him since I returned from New York.

15. $\left\{ \begin{array}{l} \text{I} \\ \text{will be = unjust.} \end{array} \right.$
(not

16. $\left\{ \begin{array}{l} \text{I} \\ \text{have seen} \end{array} \right\} \left\{ \begin{array}{l} \text{not} \\ \text{him} \\ \text{(I} \\ \text{returned} \end{array} \right\} \left\{ \begin{array}{l} \text{from New York.} \\ \text{since} \end{array} \right.$

17. Doubtless, ye are the people. 18. Perhaps I shall go.

17. $\left\{ \begin{array}{l} \text{ye} \\ \text{are = people. | the} \end{array} \right.$
(Doubtless,

18. $\left\{ \begin{array}{l} \text{I} \\ \text{shall go. | perhaps} \end{array} \right.$

"Doubtless" is a modal adv., mod. the copula "*are.*"

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 114. (REV. ED. p. 125.)

1. Will you go with me into the garden? 2. In my father's house are many mansions.

1. { you
Will go { with me
 { into garden? | the

2. { mansions. | many
are | In house | father's | my

3. We went over the river, through the corn-fields, into the woods yonder.

4. I am not satisfied as to that affair.

3. { We
went { over river, | the
 { through corn-fields, | the
 { into woods { the
 { yonder.

4. { I
am satisfied { not
 { as to affair. | that

"Yonder" is an adj. el., mod. "woods."

"As to that affair" is a compl. adv. el. of 2nd cl., of which "as to affair" is the base. "As to" is a preposition, equal to concerning.

5. All came but Mary.

6. The Rhone flows out from among the Alps.

5. { [persons] { All
came { but Mary.

6. { Rhone | The
flows { out
 { from among Alps. | the

"From among" is a comp. preposition governing "Alps."

7. He went from St. Louis, across the plains, to California. 8. Light moves in straight lines, and in all directions from the point of emission. 9. They went aboard the ship.

7. { He
went { from St. Louis,
 { across plains, | the
 { to California.

8. { Light
moves { in lines, | straight
 { (and)
 { in directions | all
 { from point { the
 { of emission.

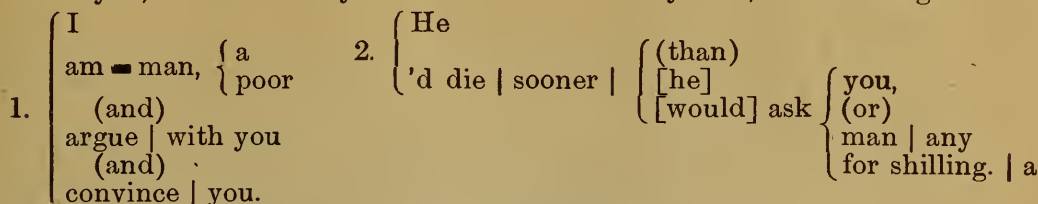
9. { They
went | aboard ship. | the

10. Night, sable goddess! from her ebon throne,
In rayless majesty, now stretches forth
Her leaden scepter o'er a slumbering world.—Young.

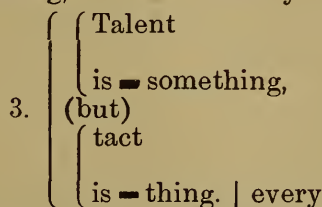
10. { Night, | goddess! | sable
 { now
 { forth
stretches { from throne, { her
 { ebon
 { in majesty, | rayless
 { her
scepter { leaden
 { o'er world. { a
 { slumbering

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 119. (REV. ED. p. 130.)

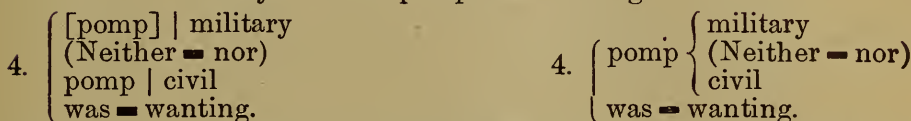
1. I am a poor man, and argue with you, and convince you. 2. He'd sooner die than ask you, or any man, for a shilling.



3. Talent is something, but tact is every thing.

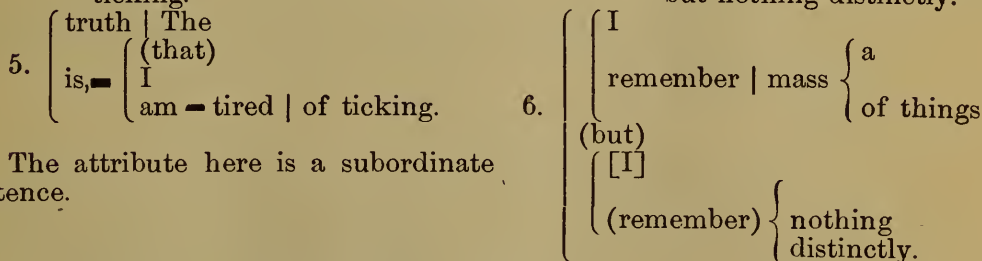


4. Neither military nor civil pomp was wanting.



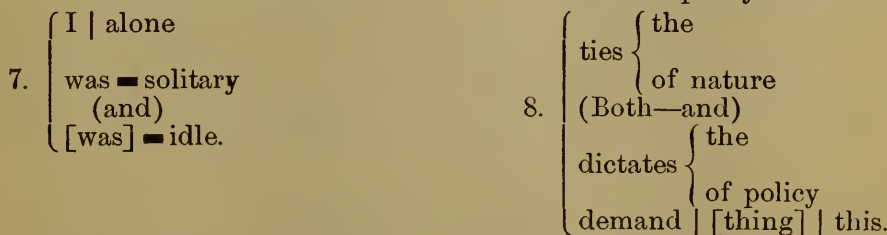
"Neither" and "nor" are corresponding conjunctions connecting the members of the compound subject. They may be placed as in either diagram.

5. The truth is, that I am tired of ticking. 6. I remember a mass of things but nothing distinctly.



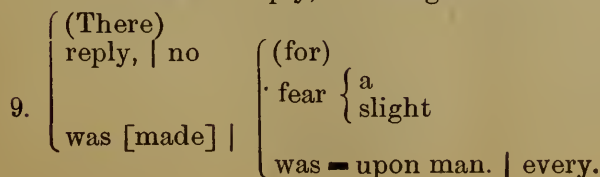
The attribute here is a subordinate sentence.

7. I alone was solitary and idle. 8. Both the ties of nature and the dictates of policy demand this.



"Both—and" connect "ties" and "dictates."

9. There was no reply, for a slight fear was upon every man.



"There" is an expletive.
"For" is a subordinating, causal conjunction.

5. Let them be desolate for a reward of their shame which say unto me,
Aha! aha!

5. { [you]
Let) [to] be desolate | for reward { a
 | | { which { of shame | their
 | | say } unto me
 Aha! aha!

"*Them*" etc., is a subjective mod. of "[*to*] *be*." "*For reward*," etc., mod. "[*to*] *be desolate*." "*Desolate*" is a predicate adjective.

6. Oh, that the salvation of Israel
were come out of Zion!
7. Alas, all earthly good still blends
itself with home!

6. $\left\{ \begin{array}{l} \text{(Oh!)} \\ \text{[I]} \\ \text{[wish]} \end{array} \right\} \left\{ \begin{array}{l} \text{(that)} \\ \text{salvation} \\ \text{were come} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{of Israel} \\ \text{out of Zion.} \end{array} \right.$

7. $\left\{ \begin{array}{l} \text{(Alas!)} \\ \text{good} \\ \text{blends} \end{array} \right\} \left\{ \begin{array}{l} \text{all} \\ \text{earthly} \\ \text{still} \\ \text{itself} \\ \text{with home.} \end{array} \right.$

8. Tush! tush! man, I made no reference to you. 9. Hark! what nearer
war-drum shakes the gale? 10. Soft! I did but dream!

8. $\left\{ \begin{array}{l} \text{(Tush!)} \text{ (tush!)} \text{ (man,)} \\ \text{I} \\ \text{made} \left\{ \begin{array}{l} \text{reference | no} \\ \text{to you.} \end{array} \right. \end{array} \right.$
9. $\left\{ \begin{array}{l} \text{(Hark!)} \\ \text{war-drum} \left\{ \begin{array}{l} \text{what} \\ \text{nearer} \end{array} \right. \\ \text{shakes | gale? | the} \end{array} \right.$
10. $\left\{ \begin{array}{l} \text{(Soft!)} \\ \text{did dream. | but} \end{array} \right.$

11. What! old acquaintance! could not all this flesh
Keep in a little life? Poor Jack, farewell!
I could have better spared a better man.—*Shakspeare.*

11. { (What!)
(acquaintance! | old)
flesh { all
 { this
could Keep { not
 { in
 { life? { a
 { little

{ (Jack, | Poor)
(farewell)
I
could have spared { better
 { man { a
 { better

1. A mercenary informer knows no distinction.

1. { informer { A
 { mercenary
 { knows | distinction. | no

2. I send you here a sort of allegory.

2. { I
 { send { [to] you
 { here { a
 { sort { of allegory.

"In" mod. "could keep" and is an adv. el. "A little life" is an obj. el.

3. Our island home is far beyond the sea.

3. { home { Our
island
is = beyond sea. | the
(far

'Far' mod. the prep. phrase "beyond sea."

4. Love took up the harp of life, and smote on all the chords with might.

4. { Love
took { up
(and) harp { the
smote { on chords { all
with might. { the

5. Your *If* is the only peace-maker: much virtue in *If*.

{ If | Your
is = peace-maker: { the
only

6. He is very prodigal of his *ohs* and *ahs*.

6. { He
is = prodigal { very
of *ohs* | his
(and)
[of] *ahs*.

5. { virtue | much
[is] | in *If*.

"*Is*" in 2nd part is an attributive verb. "*In If*" is an adv. modifier.

7. He looked upward at the rugged heights that towered above him in the gloom.

7. { He
looked { upward { the
at heights { rugged
that
towered { above him
in gloom. | the

8. He possessed that rare union of reason, simplicity, and vehemence, which formed the prince of orators.

8. { He
possessed | union { that
rare
of reason,
(and)
[of] simplicity,
(and)
[of] vehemence,
{ which
{ formed | prince { the
of orators.

"Union" is the antecedent of "which."

9. Mark well my fall, and that that ruined me.

9. { [you]
Mark { well
fall, | my
(and)
[thing] { that
that
ruined | me.

10. The jingling of the guinea helps the hurt that honor feels.—*Tennyson*.

10. { jingling { The
of guinea | the
helps. | hurt { the
honor
feels. | that

What does this sentence mean?

11. His qualities were so happily blended, that the result was a great and perfect whole.

11. { qualities | His
were blended, { happily | so
 { (that)
 { result | the
 { was = whole. { a
 { great
 { (and)
 { perfect

12. There is no joy but calm.

(There)
12. { joy { no
 { is { but calm.

"Is" equals "exists."

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 122. (REV. ED. p. 134.)

13. I must be cruel, only to be kind.

13. { I
must be = cruel, | to be = kind.
 (only)

14. Why are we weighed upon with heaviness?

14. { we
are weighed { Why
 { upon
 { with heaviness?

15. Now blessings light on him that first invented sleep: it covers a man all over, thoughts and all, like a cloak.—*Cervantes*.

(Now)
blessings
light | on him | { that
 { invented { first
 { sleep.

15. { it
covers { over | all { a
 { man { thoughts
 { (and)
 { [things] | all
 { like cloak. { a

15. "Now" is introductory. We have here an example ("blessings") of the subj. of an imperative verb in the 3rd person. "Thoughts and all [things]" is in apposition with "man." It is a kind of partitive apposition. "Like a cloak" is a second class modifier, "like" being a preposition.

16. Many a morning on the moorlands did we hear the copses ring.

16. { we
did hear { [to] ring. | [] copses | the
 { on moorlands | the
 { [on] morning | Many a

17. He stretched out his right hand at these words, and laid it gently on the boy's head.

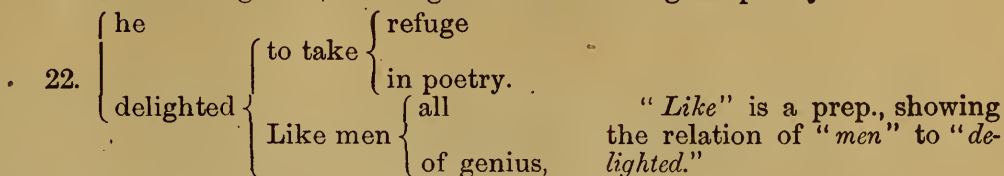
17. { He
stretched { out
 { hand { his
 { (and) { right
 { at words | these

16, "Copses" is objective subjective of "[to] ring." "Many a" is parsed as a single adjective.

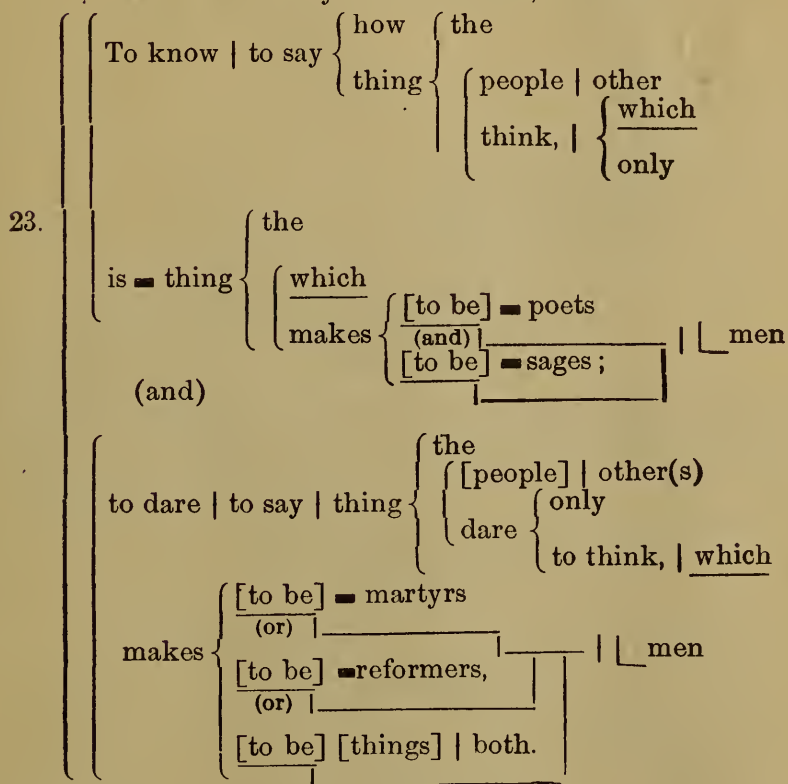
18. He acted ever as if his country's welfare, and that alone, was the moving spirit.

18. { He
acted { ever
 { [He]
 { [would act] { as
 { (if)
 { welfare | country's | his
 { (and) { that
 { [welfare,] { alone,
 { was = spirit. { the
 { moving

22. Like all men of genius, he delighted to take refuge in poetry.



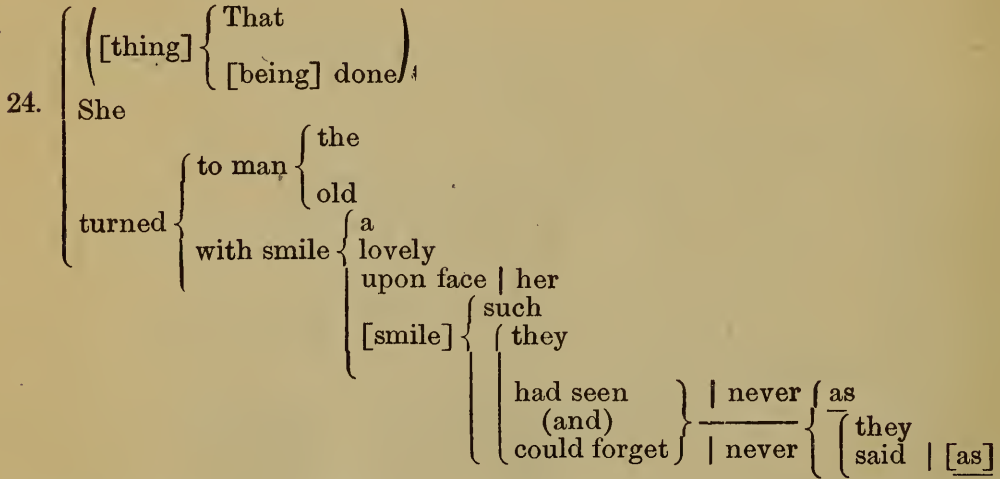
23. To know how to say what other people only think, is what makes men poets and sages; and to dare to say what others only dare to think, makes men martyrs or reformers, or both.



23. This is a compl. comp. decl. sent., of which "to know" etc., to "sages" is the leading compl. decl. sent., of which "to know how to say the thing which other people only think," is the compl. subj., of which "to know" is the simp. subj., mod. by "how to say the thing which others only think," a compl. obj. el. of the 2nd class, of which "to say," the base, is mod. by "how"; also, by "the thing which other people only think." Of which leading sentence "is the thing which makes men [to be] poets and [to be] sages" is the compl. pred., of which "is thing" is the simp. pred., of which "is" is the copula, and "thing" is the attribute, mod. by "which makes men [to be] poets and [to be] sages," a simp. adj. el. of the 3rd class. It is also a simp. decl. sub. sent., of which "which" is the connective and simp. subj., and "makes men [to be] poets and [to be] sages" is the comp. pred., of which "makes" is the simp. pred., mod. by "men [to be] poets and [to be] sages," a compl. comp. obj. el. of the 2nd class, of which "[to be] poets and [to be] sages" is the compound base, each member of which is composed of an infinitive copula and an attribute. The copulas are both mod. by "men," a simp. subj. el. of the 1st class.

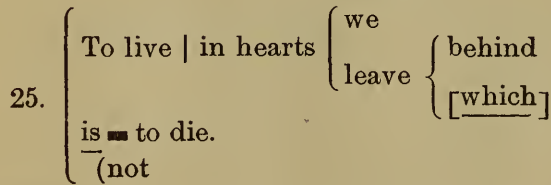
The second, or co-ordinate sentence presents no difficulties not met with in the first or leading sentence.

24. That done, she turned to the old man with a lovely smile upon her face,—such, they said, as they had never seen, and never could forget,—and clung with both her arms about his neck.—*Dickens.*

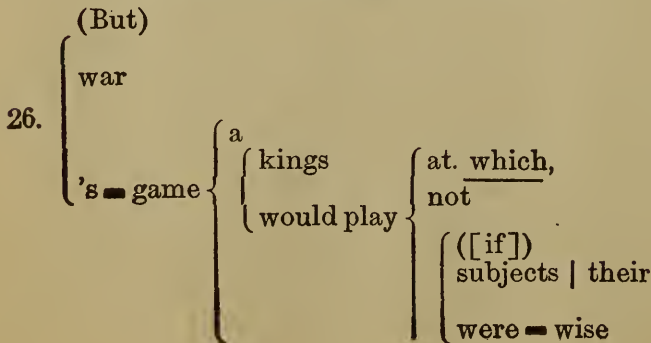


"*That thing being done*" is a compl. independent element, of which "*thing*" is the base, mod. by "*that*" and "*being done*," two simp. adj. el. of the 1st class. [*Smile*] is in apposition with "*smile*." "*As*" mod. both "*had seen*" and "*could forget*."

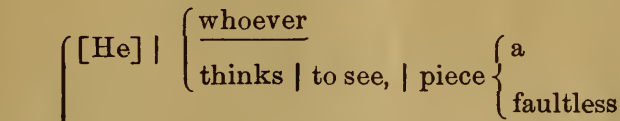
25. To live in hearts we leave behind,
Is not to die.—*Campbell.*



26. But war's a game which, were their subjects wise,
Kings would not play at.—*Cowper.*



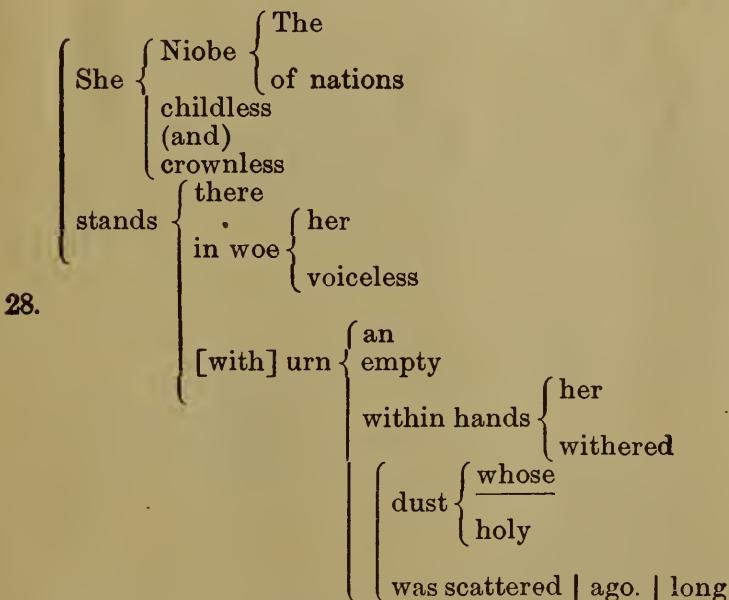
27. Whoever thinks a faultless piece to see,
Thinks what ne'er was, nor is, nor e'er shall be.—*Pope.*



27. { thinks | thing { the
 { which
 { was, | ne'er
 { (nor)
 { is,
 { (nor)
 { shall be. | e'er
- "Was," "is," and "shall be," are each used in the sense of "*exist*."

"Was," "is," and "*shall be*," are each used in the sense of "*exist*."

28. The Niobe of nations, there she stands,
 Childless and crownless, in her voiceless woe;
An empty urn within her withered hands,
 Whose holy dust was scattered long ago.—*Byron.*



28. [with] urn { an
empty
within hands { her
withered
dust { whose
holy
was scattered | ago. | long

"*Niobe*" is in apposition with "she." It is not a case of pleonasm. "**Urn**" with its modifiers, could be placed as an independent element with the participle "*being*," understood, or as the object of "*holding*" understood. This sentence is a part of Byron's poem on *Rome*. See *Niobe* in a Classical Dictionary or Encyclopedia.

29. Can storied urn or animated bust
Back to its mansions call the fleeting breath?
Can Honor's voice provoke the sleeping dust,
Or Flattery soothe the dull, cold ear of death.—*Gray.*

30. A thing of beauty is a joy forever;
Its loveliness increases; it will never
Pass into nothingness.—*Keats*.

29. { urn | storied
(or)
bust | animated { the
Can call { breath? { the
Back { fleeting
to mansion | its
30. { thing { A
{ of beauty
is = joy | a
(forever ;
loveliness | Its
increases ;
it
will Pass { never
into nothingness.
- { Flattery { the
[can] soothe | ear { dull
of death?

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 123. (REV. ED. p. 134-5.)

31. Forth from his dark and lonely hiding-place,
(Portentous sight!) the owlet Atheism,
Sailing on obscure wings athwart the noon,
Drops his blue-fringed lids, and holds them close,
And hooting at the glorious sun in heaven,
Cries out, "Where is it?"—*Coleridge*.
31. (sight! | Portentous)
owlet { the
Atheism, { Forth,
sailing { on wings | obscure
athwart noon, | the
from hiding-place, { his
dark
(and)
lonely
drops | lids, { his
blue-fringed
(and)
holds { them
close,
(and)
[he] | hooting | at sun { the
glorious
in heaven,
cries { out,
{ it?
{ is Where
31. "Portentous sight" is an independent element. "Atheism" is an apposition with "owlet."
32. Dry clank'd his harness in the icy caves
And barren chasms, and all to left and right
The bare black cliff clang'd round him, as he based
His feet on jets of slippery crag that rang
Sharp-smitten with the dint of armed heels.—*Tennyson*.

33. "*Like angel*," etc., is an *adjective element* of the 2nd class. "*Like*" is a preposition showing the relation of "*angel*" to "*shadow*." Some would make "*like*" an adjective and supply "*to*" or "*unto*." This is unnecessary as the drift of thought on this subject clearly shows. The antecedent of "*he*," the subject of the second member, is "*shadow*" in the first member. See Clarence's dream in the first part of Shakespeare's *Richard the Third*. "*That stabbed*," etc., limits, in my judgment, the second "*Clarence*," not the first.

34. There are things of which I may not speak :

There are dreams that can not die :

There are thoughts that make the strong heart weak,

And bring a pallor upon the cheek,

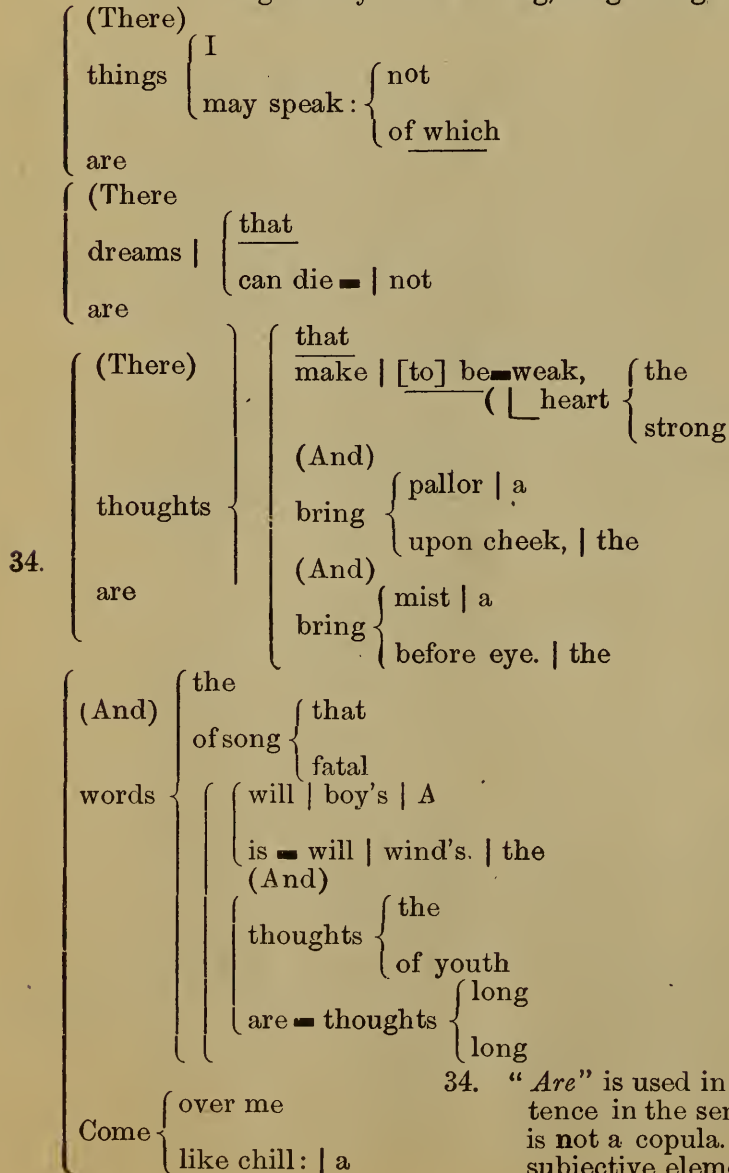
And a mist before the eye.

And the words of that fatal song

Come over me like a chill:

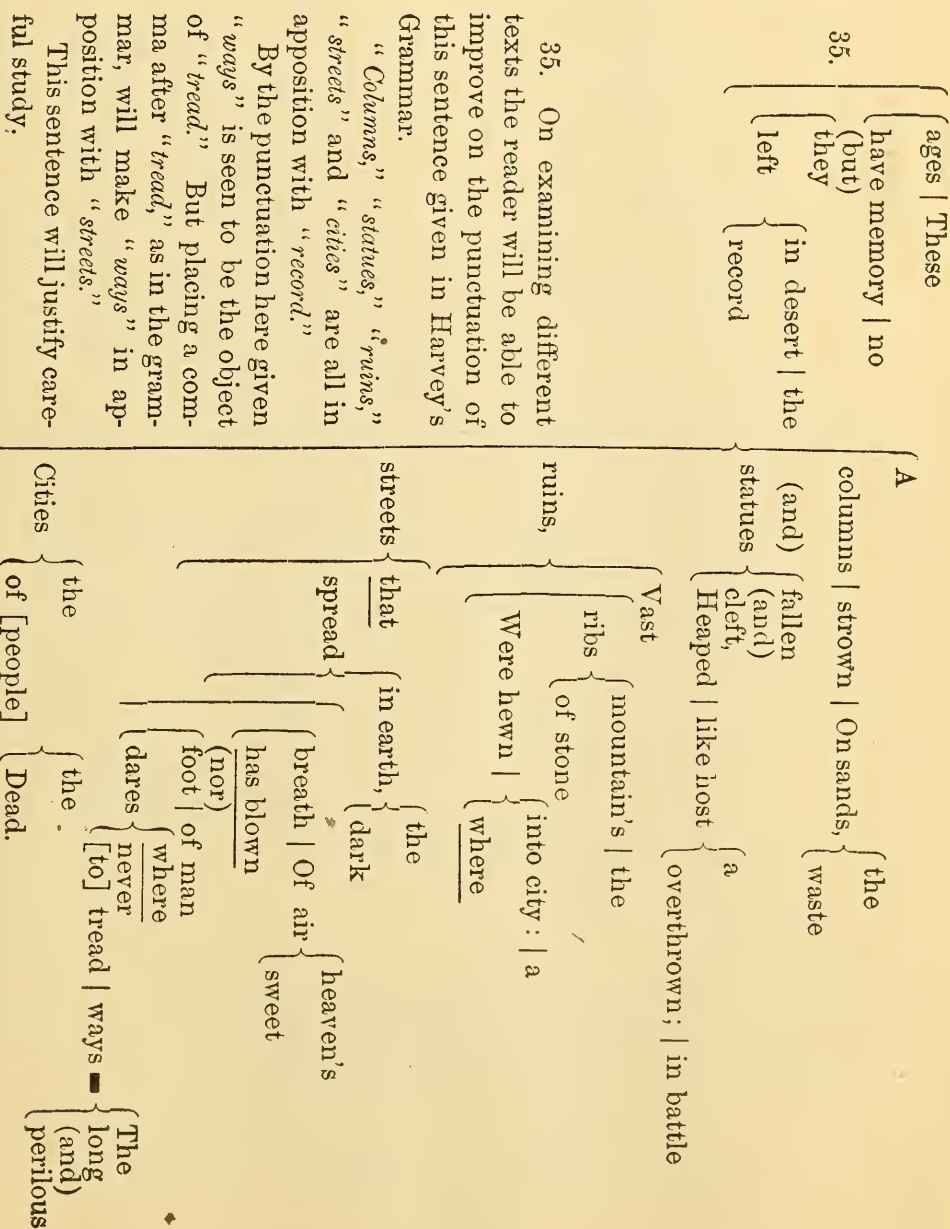
"A boy's will is the wind's will,

And the thoughts of youth are long, long thoughts."—*Longfellow*.



34. "*Are*" is used in three places in this sentence in the sense of "*exist*," and hence is not a copula. "*The strong heart*" is a subjective element.

35. These ages have no memory, but they left
 A record in the desert—columns strown
 On the waste sands, and statues fallen and cleft,
 Heap'd like a host in battle overthrown;
 Vast ruins, where the mountain's ribs of stone
 Were hewn into a city: streets that spread
 In the dark earth, where never breath has blown
 Of heaven's sweet air, nor foot of man dares tread
 The long and perilous ways—the Cities of the Dead.—*Bryant.*



SENTENCES FROM HARVEY'S GRAMMAR, PAGE 134. (REV. ED. p. 147.)

1. Thy feet are fetterless. 2. Level spread the lake before him.
1. $\left\{ \begin{array}{l} \text{feet} \mid \text{Thy} \\ \text{are} \text{ — } \text{fetterless.} \end{array} \right.$ 2. $\left\{ \begin{array}{l} \text{lake} \mid \text{the} \\ \text{spread} \text{ — } \text{Level} \\ \text{— (before him.)} \end{array} \right.$
3. He waved his broad felt hat for silence. 4. A soldier of the Legion lay dying in Algiers.
3. $\left\{ \begin{array}{l} \text{He} \\ \text{waved} \left\{ \begin{array}{l} \text{hat} \left\{ \begin{array}{l} \text{his} \\ \text{broad} \\ \text{felt} \end{array} \right. \\ \text{for silence.} \end{array} \right. \end{array} \right.$ 4. $\left\{ \begin{array}{l} \text{soldier} \left\{ \begin{array}{l} \text{A} \\ \text{of Legion} \mid \text{the} \end{array} \right. \\ \text{lay} \text{ — } \text{dying} \mid \text{in Algiers.} \end{array} \right.$
5. It sank from sight before it set. 6. Ye softening dews, ye tender showers, descend!
5. $\left\{ \begin{array}{l} \text{It} \\ \text{sank} \left\{ \begin{array}{l} \text{from sight} \\ \left\{ \begin{array}{l} \text{it} \\ \text{set.} \mid \text{before} \end{array} \right. \end{array} \right. \end{array} \right.$ 6. $\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{Ye} \mid \text{dews,} \mid \text{softening} \\ \text{Ye} \mid \text{showers,} \mid \text{tender} \end{array} \right\} \\ \text{[ye]} \\ \text{descend.} \end{array} \right.$ 6. There are two views that may be taken of "ye" in this sentence, one that it is independent by address, the other that it has an adjective force which it throws on "dews."
7. None will flatter the poor. 8. Ye are the things that tower.
7. $\left\{ \begin{array}{l} \text{[persons]} \mid \text{None} \\ \text{will flatter} \mid \text{[persons]} \left\{ \begin{array}{l} \text{the} \\ \text{poor.} \end{array} \right. \end{array} \right.$ 8. $\left\{ \begin{array}{l} \text{Ye} \\ \text{are} \text{ — } \text{things} \left\{ \begin{array}{l} \text{the} \\ \left\{ \begin{array}{l} \text{that} \\ \text{tower.} \end{array} \right. \end{array} \right. \end{array} \right.$
9. The house was wrapped in flames. 10. Hope and fear are the bane of human life.
9. $\left\{ \begin{array}{l} \text{house} \mid \text{The} \\ \text{was wrapped} \mid \text{in flames.} \end{array} \right.$ 10. $\left\{ \begin{array}{l} \text{Hope} \\ \text{(and)} \\ \text{fear} \\ \text{are} \text{ — } \text{bane} \left\{ \begin{array}{l} \text{the} \\ \text{of life.} \mid \text{human.} \end{array} \right. \end{array} \right.$
11. The village all declared how much he knew.
11. $\left\{ \begin{array}{l} \text{village} \left\{ \begin{array}{l} \text{The} \\ \text{all} \end{array} \right. \\ \text{declared} \mid \left\{ \begin{array}{l} \text{he} \\ \text{knew. [knowledge]} \mid \text{much} \mid \text{how} \end{array} \right. \end{array} \right.$
12. He that refuseth instruction despiseth his own soul.
12. $\left\{ \begin{array}{l} \text{He} \mid \left\{ \begin{array}{l} \text{that} \\ \text{refuseth} \mid \text{instruction} \end{array} \right. \\ \text{despiseth} \mid \text{soul.} \left\{ \begin{array}{l} \text{his} \\ \text{own} \end{array} \right. \end{array} \right.$

13. Is it for thee the lark ascends and sings ?

13. { (it)
{ ([that])
lark | the
ascends
(and)
sings ?
Is — for thee

13. "*It*" is an expletive introducing the subordinate sentence, which it represents.

14. How dreadful is this place, for God is here !

14. { place, | this
is — dreadful | How

{ (for)
God
is — here !

14. "*Here*" is a predicate adjective, used in the sense of "*present*."

15. He dares not touch a hair of Catiline.

15. { He
dares { not
[to] touch | hair { a
of Catiline.

16. What can compensate for the loss of character ?

16. { What
can compensate | for loss { the
of character ?

17. Lead us not into temptation, but deliver us from evil.

17. { [thou]
Lead { us
not
into temptation,
(but)
[thou]
deliver { us
from evil.

18. Time slept on flowers and lent his glass to Hope.

18. { Time
slept | on flowers,
(and)
lent { glass | his
to Hope.

19. All were sealed with the seal which is never to be broken till the great day.

19. { [books] ? | All
were sealed | with seal { the
{ which
is — to be broken { never
till day. { the
great

"*To be broken*" is a second-class attribute. "*Till*" is a preposition.

20. O God, we are but leaves on thy stream, clouds in thy sky.

(O God,)

20. { we
are — leaves | on stream, | thy
(but
([and]))
[are] — clouds | in sky. | thy

"*But*" is a modal adverb, modifying the copula "*are*." It is used in the sense of "*merely*" or "*only*."

21. Talk to the point, and stop when you have reached it.

21. $\left\{ \begin{array}{l} \text{[you]} \\ \text{Talk} \\ \text{(and)} \end{array} \right. \text{to point, } \left| \begin{array}{l} \text{the} \\ \text{stop} \\ \left\{ \begin{array}{l} \text{you} \\ \text{have reached} \end{array} \right\} \end{array} \right. \left\{ \begin{array}{l} \text{it.} \\ \text{when} \end{array} \right.$

22. "It was now the Sabbath-day, and a small congregation, of about a hundred souls, had met for divine service, in a place more magnificent than any temple that human hands had ever built to Deity."—*Wilson*.

22. { " It
 { was — Sabbath-day, | the
 { (now
 { (and)
 { congregation, { a
 { { small { a
 { { of souls, { hundred | about
 { { for service, | divine
 { { a
 { had met {
 { { in place { magnificent | more }

(than)
 temple { any
 { hands | human
 { had built { that
 ever
 to Deity."
 [is = magnificent]

The sentence introduced by "than" limits "*more magnificent.*"

23. I know thou art gone where the weary are blest,
And the mourner looks up and is glad.

23. { I know | { ([that])
 { thou
 { art gone | { [persons] } { the
 { weary

are blest,
(And)
mourner | the | — | where
looks | up
(and)
is ■ glad.

“*Where*” is a conj. adverb, and modifies the verbs in the subordinate sentences, and connects the subor. sentences to the verb “*art gone*” in the principal sentence.

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 125. (REV. ED., p. 148.)

24. What matter how the night behaved?

What matter how the north wind raved?—*Whittier.*

1st form.

$$\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{night} \mid \text{the} \\ \text{behaved?} \mid \text{how} \end{array} \right. \\ \text{[did] matter} \mid \text{What} \end{array} \right.$$

2nd form.

$$\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{night} \mid \text{the} \\ \text{behaved?} \mid \text{how} \end{array} \right. \\ \text{[was] — matter} \mid \text{What} \end{array} \right.$$

24.

$$\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{wind} \left\{ \begin{array}{l} \text{the} \\ \text{north} \end{array} \right. \\ \text{raved?} \mid \text{how} \end{array} \right. \\ \text{[did] matter} \mid \text{What} \end{array} \right.$$

24.

$$\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{wind} \left\{ \begin{array}{l} \text{the} \\ \text{north} \end{array} \right. \\ \text{raved?} \mid \text{how} \end{array} \right. \\ \text{[was] — matter} \mid \text{What} \end{array} \right.$$

25. Bird of the broad and sweeping wing,

Thy home is high in heaven,

Where the wide storms their banners fling,

And the tempest-clouds are driven.—*Percival.*

$$\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{Bird} \mid \text{of wing,} \left\{ \begin{array}{l} \text{the} \\ \text{broad} \\ \text{(and)} \\ \text{sweeping} \end{array} \right. \end{array} \right. \\ \text{home} \mid \text{Thy} \\ \text{is — high} \mid \text{in heaven,} \mid \left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{storms} \left\{ \begin{array}{l} \text{the} \\ \text{wide} \end{array} \right. \\ \text{fling,} \mid \text{banners} \mid \text{their} \end{array} \right. \\ \text{(And)} \mid \text{Where} \\ \left\{ \begin{array}{l} \text{tempest-clouds} \mid \text{the} \\ \text{are driven.} \end{array} \right. \end{array} \right. \end{array} \right.$$

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 150. (REV. ED., p. 162.)

1. Thou hast uttered cruel words.

2. I bow reverently to thy dictates.

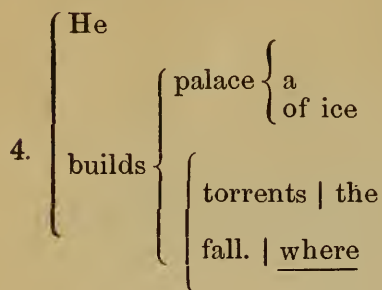
$$1. \left\{ \begin{array}{l} \text{Thou} \\ \text{hast uttered} \mid \text{words.} \mid \text{cruel} \end{array} \right.$$

$$2. \left\{ \begin{array}{l} \text{I} \\ \text{bow} \left\{ \begin{array}{l} \text{reverently} \\ \text{to dictates.} \mid \text{thy} \end{array} \right. \end{array} \right.$$

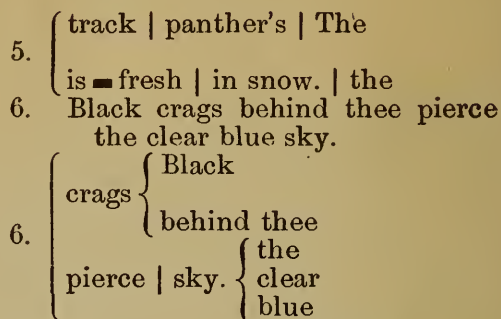
3. He shakes the woods on the mountain side.

$$3. \left\{ \begin{array}{l} \text{He} \\ \text{shakes} \mid \text{woods} \left\{ \begin{array}{l} \text{the} \\ \text{on side.} \end{array} \right. \left\{ \begin{array}{l} \text{the} \\ \text{mountain} \end{array} \right. \end{array} \right.$$

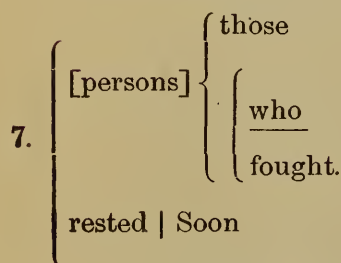
4. He builds a palace of ice where
the torrents fall.



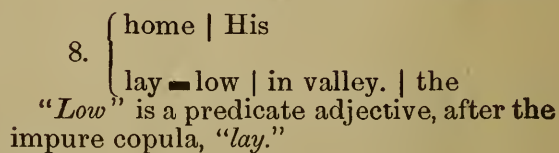
5. The panther's track is fresh in
the snow.



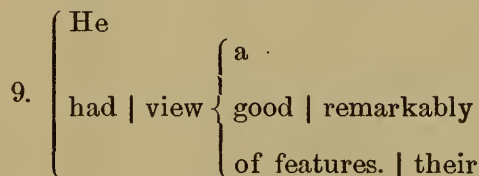
7. Soon rested those who fought.



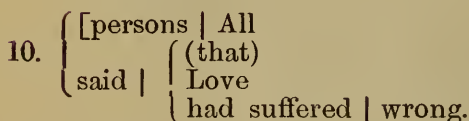
8. His home lay low in the valley.



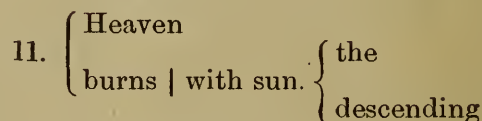
9. He had a remarkably good view of their features.



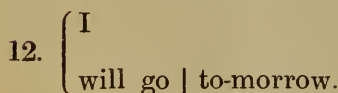
10. All said that Love had suffered
wrong.



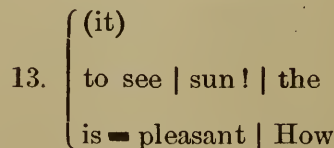
11. Heaven burns with the descend-
ing sun.



12. I will go to-morrow.

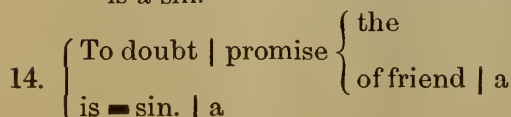


13. How pleasant it is to see the sun!

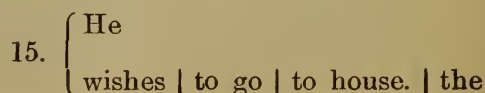


13. "It" is the grammatical subj., while "to see" is the logical subject.

14. To doubt the promise of a friend
is a sin.



15. He wishes to go to the house.



16. It was now a matter of curiosity, who the old gentleman was.

16. { (it)
gentleman { the
was. = who { old
was = matter { a
(now { of curiosity,

16. "Who the old gentleman was" is an interrogative sentence.

17. The fires of the bivouac complete what the fires kindled by the battle have not consumed.

17. { fires { The
of bivouac | the
complete | thing { the { the
fires { kindled | by battle | the
have consumed. { not
which

18. In my daily walks in the country, I was accustomed to pass a certain cottage.

18. { I
was accustomed | to pass { cottage. { a
certain
In walks { my
daily
in country, | the

19. Toward night, the school-master walked over to the cottage where his little friend lay sick.

{ schoolmaster | the
walked { over { the
to cottage { friend { his
Toward night, { lay = sick { little
(where

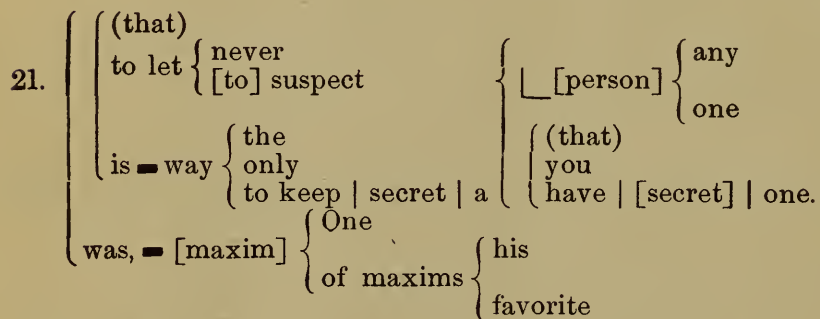
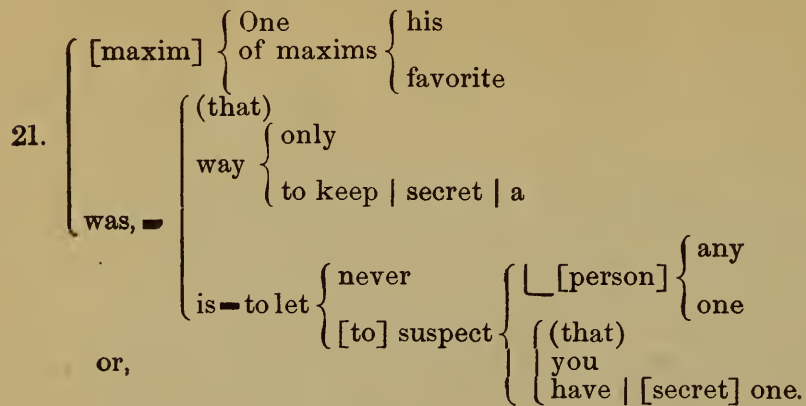
19. "Sick" is a predicate adj. after "lay," and limits "friend."

20. I am now at liberty to confess that much which I have heard objected to my late friend's writings, was well founded.

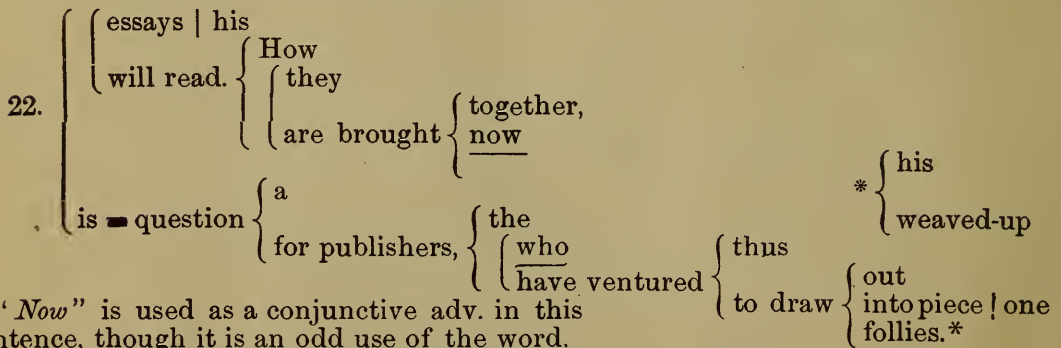
20. { I
am = at liberty | to confess | { (that)
(criticism) { much
(now { have heard | [to be] objected*
was founded. | well
* { which { my
to writings, | friends, { late

20. "At liberty" is the attribute of the 2nd class. "Which" is objective, subject of the infinitive [*to be*] *objected*. Note that *to be objected* is transitive, though it is somewhat difficult to give a sentence with it transitive in the active voice. For sentences, however, of this kind see Webster's Unabridged.

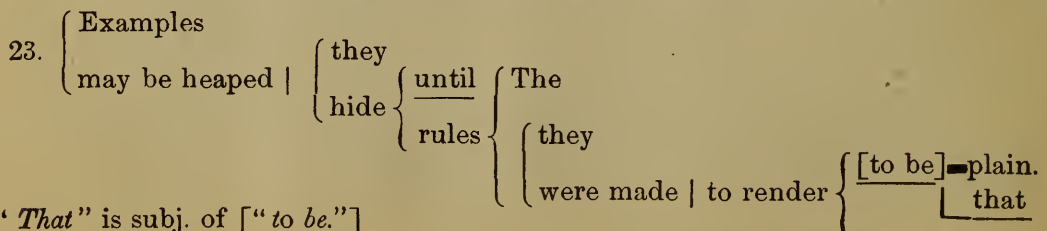
21. One of his favorite maxims was, that the only way to keep a secret is never to let any one suspect that you have one.



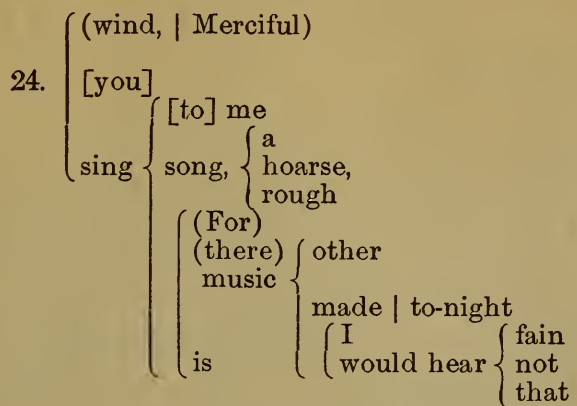
22. How his essays will read, now they are brought together, is a question for the publishers, who have thus ventured to draw out into one piece his "weaved-up follies."—*Lamb*.



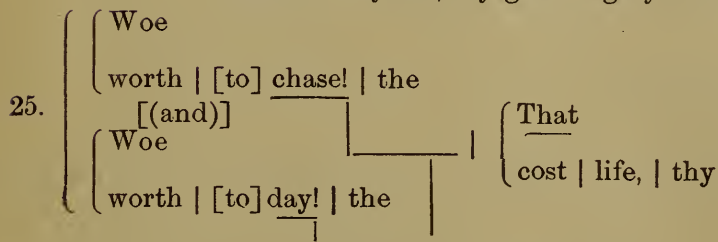
23. Examples may be heaped until they hide
The rules that they were made to render plain.



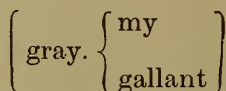
24. Merciful wind, sing me a hoarse, rough song,
For there is other music made to-night
That I would fain not hear.



25. Woe worth the chase! woe worth the day!
That cost thy life, my gallant gray.—*Scott*.

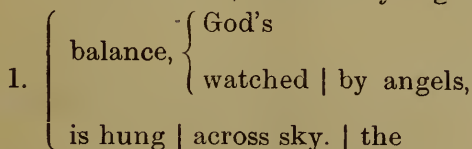


This is a peculiar sentence. See
"worth" in the *Unabridged Dictionary*.

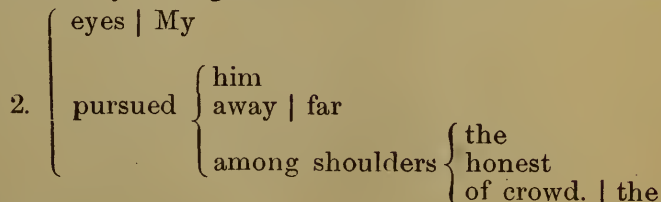


SENTENCES FROM HARVEY'S GRAMMAR, PAGE 156. (REV. ED., p. 172.)

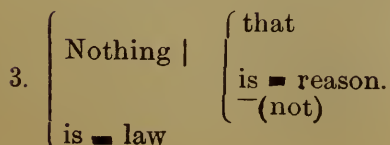
1. God's balance, watched by angels, is hung across the sky.



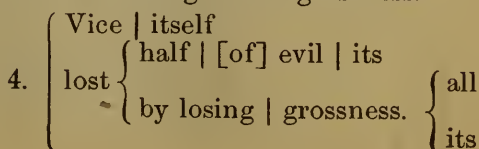
2. My eyes pursued him far away among the honest shoulders of the crowd.



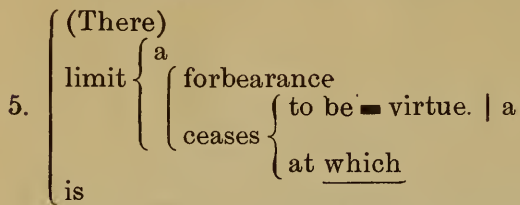
3. Nothing is law that is not reason.



4. Vice itself lost half its evil by
losing all its grossness.



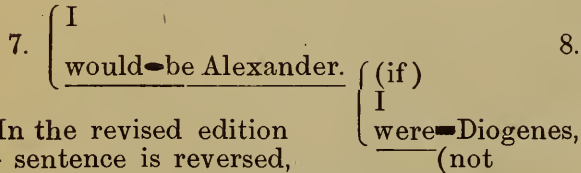
5. There is a limit at which forbearance ceases to be a virtue.



is

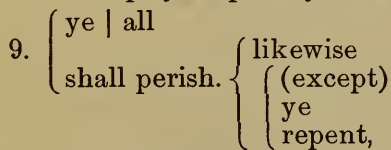
"Is" is an attributive verb.

7. Were I not Diogenes, I would be Alexander.

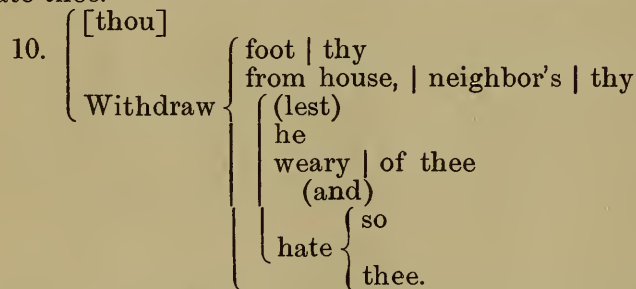


In the revised edition this sentence is reversed, and of course the analysis will be different.

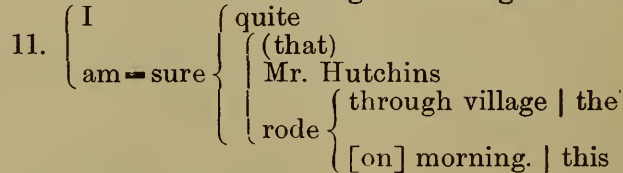
9. Except ye repent, ye shall all likewise perish.



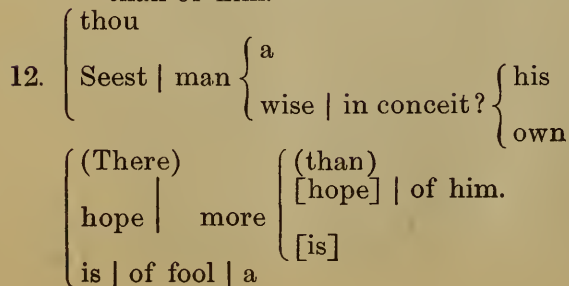
10. Withdraw thy foot from thy neighbor's house, lest he weary of thee, and so hate thee.



11. I am quite sure that Mr. Hutchins rode through the village this morning.



12. Seest thou a man wise in his own conceit? There is more hope of a fool than of him.



13. He spake as one having authority.

$\left\{ \begin{array}{l} \text{He} \\ \text{spake} \mid \text{as}[\text{person}] \end{array} \right\} \left\{ \begin{array}{l} \text{one} \\ \text{having authority.} \end{array} \right.$

13. or,

$\left\{ \begin{array}{l} \text{He} \\ \text{spake} \mid \left\{ \begin{array}{l} [\text{person}] \\ [\text{speaks}] \mid \underline{\text{as}} \end{array} \right\} \end{array} \right\} \left\{ \begin{array}{l} \text{one} \\ \text{having authority} \end{array} \right.$

14. He never has a lesson, because he is too lazy to study.

$\left\{ \begin{array}{l} \text{He} \\ \text{has} \left\{ \begin{array}{l} \text{never} \\ \text{lesson} \mid \text{a} \\ \left\{ \begin{array}{l} (\text{because}) \\ \text{he} \\ \text{is} = \text{lazy} \end{array} \right\} \text{too} \end{array} \right\} \end{array} \right\} \left\{ \begin{array}{l} \text{to study} \end{array} \right.$

15. Not many generations ago, where you now sit, the rank thistle nodded in the wind.

$\left\{ \begin{array}{l} \text{thistle} \left\{ \begin{array}{l} \text{the} \\ \text{rank} \\ [\text{at}] \text{generations} \end{array} \right\} \left\{ \begin{array}{l} \text{many} \mid \text{Not} \\ \text{ago} \end{array} \right. \\ \text{nodded} \left\{ \begin{array}{l} \text{you} \\ \text{sit} \left\{ \begin{array}{l} \text{now} \\ \text{where} \end{array} \right\} \end{array} \right\} \end{array} \right\} \left\{ \begin{array}{l} \text{in wind.} \mid \text{the} \end{array} \right.$

16. Do not forget to write when you reach home.

$\left\{ \begin{array}{l} [\text{you}] \\ \text{Do forget} \left\{ \begin{array}{l} \text{not} \\ \text{to write} \left\{ \begin{array}{l} \text{you} \\ \text{reach} \left\{ \begin{array}{l} \text{home.} \\ \underline{\text{when}} \end{array} \right\} \end{array} \right\} \end{array} \right\} \end{array} \right\}$

17. Even by means of our sorrows, we belong to the eternal plan.

$\left\{ \begin{array}{l} \text{we} \\ \text{belong} \left\{ \begin{array}{l} \text{Even} \\ \text{by means} \mid \text{of sorrows,} \mid \text{our} \\ \text{to plan.} \left\{ \begin{array}{l} \text{the} \\ \text{eternal} \end{array} \right\} \end{array} \right\} \end{array} \right\}$

18. The gentleman who was dressed in brown-once-black, had a sort of medico-theological exterior, which we afterward found to be representative of the inward man.

$\left\{ \begin{array}{l} \text{gentleman} \left\{ \begin{array}{l} \text{The} \\ \text{who} \\ \text{was dressed} \mid \text{in brown-once-black,} \end{array} \right\} \\ \text{had} \mid \text{sort} \left\{ \begin{array}{l} \text{a} \\ \text{of exterior,} \mid \text{medico-theological} \\ \left\{ \begin{array}{l} \text{we} \\ \text{found} \end{array} \right\} \left\{ \begin{array}{l} \text{afterwards} \\ \text{to be} = \text{representative} \mid \text{of man} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{inward} \end{array} \right. \end{array} \right\} \end{array} \right\}$

19. Multitudes of little floating clouds,
Ere we, who saw, of change, were conscious, pierced
Through their ethereal texture, had become
Vivid as fire.— *Wordsworth.*

19. $\left\{ \begin{array}{l} \text{Multitudes | of clouds, } \left\{ \begin{array}{l} \text{little} \\ \text{floating} \\ \text{pierced | Through texture, } \left\{ \begin{array}{l} \text{their} \\ \text{ethereal} \end{array} \end{array} \right. \\ \hline \text{had become = Vivid } \left\{ \begin{array}{l} \text{fire.} \\ \text{[is = vivid] | as} \\ \text{we, | } \left\{ \begin{array}{l} \text{who} \\ \text{saw,} \end{array} \right. \\ \hline \text{were = conscious, | of change,} \\ \text{(Ere)} \end{array} \right. \end{array} \right.$

20. Honest work for the day, honest hope for the morrow:
Are these worth nothing more than the hand they make weary,
The heart they have saddened, the life they leave dreary?

20. $\left\{ \begin{array}{l} \left(\begin{array}{l} \text{work } \left\{ \begin{array}{l} \text{Honest} \\ \text{for day, | the} \end{array} \right. \\ \text{([and])} \\ \text{hope } \left\{ \begin{array}{l} \text{honest} \\ \text{for morrow: | the} \end{array} \right. \end{array} \right) \\ \text{[things] | these} \\ \text{Are = worth nothing | more |} \end{array} \right. \left\{ \begin{array}{l} \text{(than)} \left\{ \begin{array}{l} \text{the} \\ \text{hand } \left\{ \begin{array}{l} \text{they} \\ \text{make | [to be] = weary,} \\ \text{(which)} \end{array} \right. \\ \text{[(and)]} \\ \text{heart } \left\{ \begin{array}{l} \text{the} \\ \text{they} \\ \text{have saddened | [which]} \end{array} \right. \\ \text{(and)} \\ \text{life } \left\{ \begin{array}{l} \text{the} \\ \text{they} \\ \text{leave | [to be] = dreary} \\ \text{([which])} \end{array} \right. \\ \text{[are = worth]} \end{array} \right.$

"Worth" is best considered a preposition, or a pred. adjective in this sentence.

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 158. (REV. ED., p. 174.)

- | | |
|---|---|
| 1. Exercise and temperance strengthen the constitution. | 2. Youth is bright and lovely. |
| 1. $\left\{ \begin{array}{l} \text{Exercise} \\ \text{(and)} \\ \text{temperance} \end{array} \right. \left(\text{strengthen constitution. the} \right)$ | 2. $\left\{ \begin{array}{l} \text{Youth} \\ \text{is = bright} \\ \text{(and)} \\ \text{[is] = lovely.} \end{array} \right.$ |
| 3. He is neither old nor infirm. | 4. He is not angry, but excited. |
| 3. $\left\{ \begin{array}{l} \text{He} \\ \text{is = old} \\ \text{(neither—nor)} \\ \text{[is] = infirm.} \end{array} \right.$ | 4. $\left\{ \begin{array}{l} \text{He} \\ \text{is = angry,} \\ \text{—(not} \\ \text{(but)} \\ \text{[is] excited.} \end{array} \right.$ |

5. They wash, iron, cook, eat, and sleep in the same room.

5. $\left\{ \begin{array}{l} \text{They} \\ \text{wash,} \\ ([\text{and}]) \\ \text{iron,} \\ ([\text{and}]) \\ \text{cook,} \\ ([\text{and}]) \\ \text{eat,} \\ ([\text{and}]) \\ \text{sleep} \end{array} \right\} \text{in room.} \left\{ \begin{array}{l} \text{the} \\ \text{same} \end{array} \right.$

6. I want to be quiet, and to be let alone.

6. $\left\{ \begin{array}{l} \text{I} \\ \text{want} \left\{ \begin{array}{l} \text{to be} - \text{quiet,} \\ (\text{and}) \\ \text{to be let} - \text{alone.} \end{array} \right. \end{array} \right.$

7. The book which I loaned you, and which you lost, was a present from my father.

7. $\left\{ \begin{array}{l} \text{book} \left\{ \begin{array}{l} \text{The} \\ \text{I} \\ \text{loaned} \left\{ \begin{array}{l} [\text{to}] \text{ you,} \\ \text{which} \end{array} \right. \\ (\text{and}) \\ \text{you} \\ \text{lost, } | \text{ which} \end{array} \right. \\ \text{was} - \text{present} \left\{ \begin{array}{l} \text{a} \\ \text{from father. } | \text{ my} \end{array} \right. \end{array} \right.$

8. To live in a fine house and drive fast horses is the height of his ambition.

8. $\left\{ \begin{array}{l} \text{to live } | \text{ in house } \left\{ \begin{array}{l} \text{a} \\ \text{fine} \end{array} \right. \\ (\text{and}) \\ [\text{to}] \text{ drive } | \text{ horses } | \text{ fast} \\ \text{is} - \text{height} \left\{ \begin{array}{l} \text{the} \\ \text{of ambition. } | \text{ his} \end{array} \right. \end{array} \right.$

9. All the girls were in tears and white muslins, except a select two or three, who were being honored with a private view of the bride and bridesmaids, up stairs.

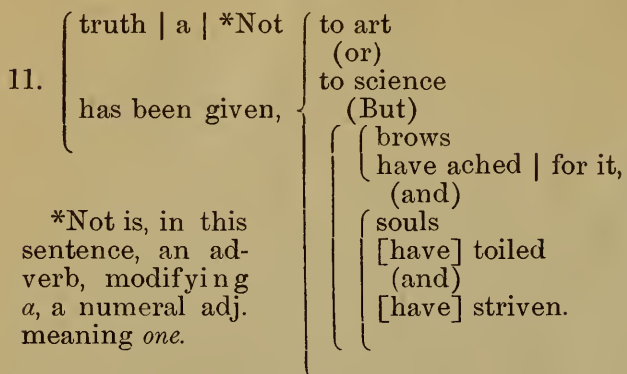
9. $\left\{ \begin{array}{l} \text{girls} \left\{ \begin{array}{l} \text{All} \\ \text{the} \\ \text{except } [\text{girls}] \end{array} \right\} \left\{ \begin{array}{l} \text{a} \\ \text{select} \\ \text{two} \\ (\text{or}) \\ \text{three,} \\ \text{who} \\ \text{were} - \text{being honored} \left\{ \begin{array}{l} \text{with view*} \\ \text{up stairs.} \end{array} \right. \end{array} \right. \\ \text{were} - \text{in tears} \\ (\text{and}) \\ [\text{were} - \text{in}] \text{ muslins, } | \text{ white} \end{array} \right.$

10. There was another tap at the door—a smart, potential tap, which seemed to say, “Here I am, and in I’m coming.”

10. $\left\{ \begin{array}{l} (\text{There}) \left\{ \begin{array}{l} \text{another} \\ \text{tap} - \left\{ \begin{array}{l} \text{a} \\ \text{smart,} \\ \text{potential} \\ \text{which} \\ \text{seemed} - \text{to say, } | \end{array} \right. \end{array} \right. \\ \text{was} \end{array} \right. \left\{ \begin{array}{l} \text{I} \\ \text{am,} - \text{here} \\ (\text{and}) \\ \text{I} \\ \text{am coming, } | \text{ in} \end{array} \right.$

10. The 2nd “tap” is in apposition with the 1st “tap.”

11. Not a truth has to art or to science been given,
But brows have ached for it, and souls toiled and striven.—*Lytton*.



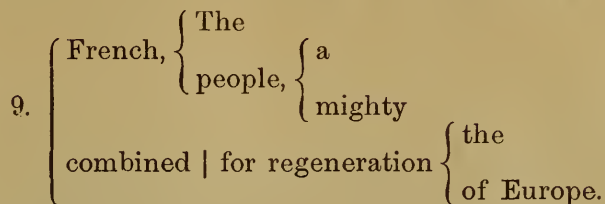
*Not is, in this sentence, an adverb, modifying *a*, a numeral adj. meaning *one*.

11. "*But*" is here a subordinate conjunction used in the sense of "*unless*" or "*except*."

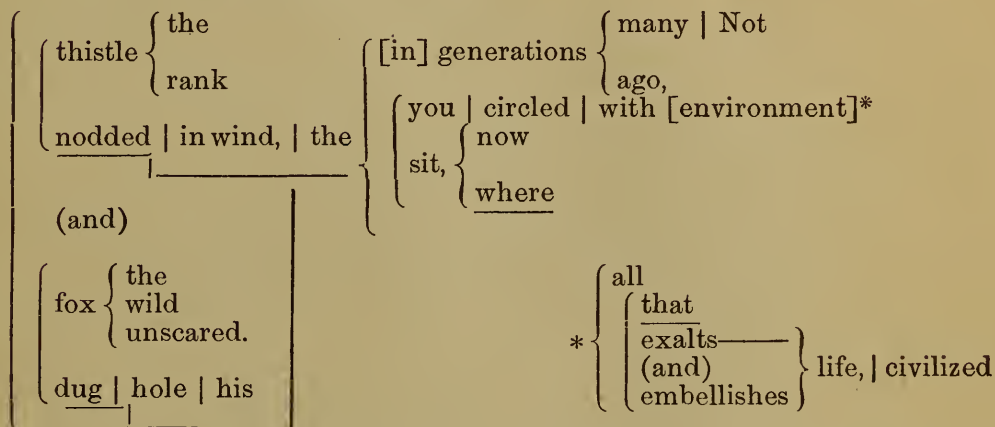
SENTENCES FROM HARVEY'S GRAMMAR, PAGE 160. (REV. ED., p. 177.)

1. No one came to his assistance. 1. $\left\{ \begin{array}{l} \text{[person]} \mid \text{one} \mid \text{No} \\ \text{came} \mid \text{to assistance.} \mid \text{his} \end{array} \right.$
2. He were no lion, were not Romans hinds. 3. I would that ye all spake with tongues.
2. $\left\{ \begin{array}{l} \text{He} \\ \text{were} \text{—} \text{lion,} \mid \text{no} \end{array} \right\} \left\{ \begin{array}{l} \text{([if])} \\ \text{Romans} \\ \text{were} \text{—} \text{hinds.} \\ \text{— (not)} \end{array} \right.$ 3. $\left\{ \begin{array}{l} \text{I} \\ \text{would} \mid \left\{ \begin{array}{l} \text{(that)} \\ \text{ye} \mid \text{all} \\ \text{spake} \mid \text{with tongues.} \end{array} \right. \end{array} \right.$
4. Thou shalt love thy neighbor as thyself. 5. Launch thy bark, mariner!
4. $\left\{ \begin{array}{l} \text{Thou} \\ \text{shalt love} \end{array} \right\} \left\{ \begin{array}{l} \text{neighbor} \mid \text{thy} \\ \left\{ \begin{array}{l} \text{[thou]} \\ \text{[lovest]} \end{array} \right\} \left\{ \begin{array}{l} \text{thyself,} \\ \text{as} \end{array} \right. \end{array} \right.$ 5. $\left\{ \begin{array}{l} \text{[thou]} \\ \text{Launch} \mid \text{bark,} \mid \text{thy} \end{array} \right.$ (mariner!)
6. He made them give up their spoils. 7. Go quickly, that you may meet them.
6. $\left\{ \begin{array}{l} \text{He} \\ \text{made} \mid \text{[to] give} \end{array} \right\} \left\{ \begin{array}{l} \text{— them} \\ \text{up} \\ \text{spoils.} \mid \text{their} \end{array} \right.$ 7. $\left\{ \begin{array}{l} \text{[you]} \\ \text{Go} \left\{ \begin{array}{l} \text{quickly,} \\ \text{(that)} \\ \text{you} \\ \text{may meet} \mid \text{them.} \end{array} \right. \end{array} \right.$
8. Voltaire, who might have seen him, speaks repeatedly of his majestic stature.
8. $\left\{ \begin{array}{l} \text{Voltaire,} \mid \left\{ \begin{array}{l} \text{who} \\ \text{might have seen} \mid \text{him,} \end{array} \right. \\ \text{speaks} \left\{ \begin{array}{l} \text{repeatedly} \\ \text{of stature.} \end{array} \right\} \left\{ \begin{array}{l} \text{his} \\ \text{majestic} \end{array} \right. \end{array} \right.$

9. The French, a mighty people, combined for the regeneration of Europe.



10. Not many generations ago, where you now sit, circled with all that exalts and embellishes civilized life, the rank thistle nodded in the wind, and the wild fox dug his hole unscared.



11. Very few men, properly speaking, live at present: most are preparing to live another time.

([I]) speaking, | properly)

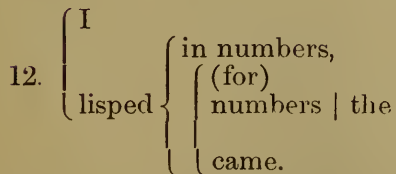
11. $\left\{ \begin{array}{l} \text{men, | few | Very} \\ \text{live | at present:} \end{array} \right.$

11. "*Speaking properly*" limits "*I*," understood ["*I*"] then, is nom. absol. with "*Speaking*." Consequently, "[*I*] *speaking properly*" is an independent element.

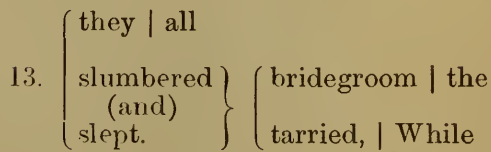
$\left\{ \begin{array}{l} \text{[men] | most} \end{array} \right.$

$\left\{ \begin{array}{l} \text{are preparing | to live | [at] time. | another} \end{array} \right.$

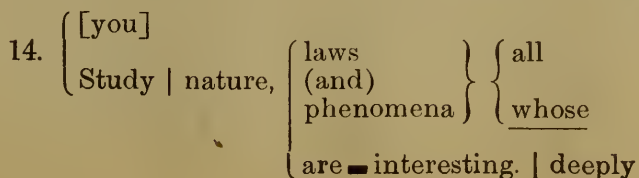
12. I lisped in numbers, for the numbers came.



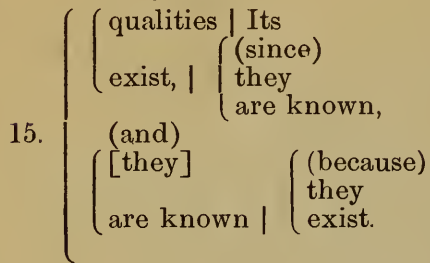
13. While the bridegroom tarried, they all slumbered and slept.



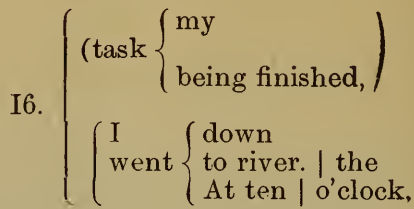
14. Study nature, whose laws and phenomena are all deeply interesting.



15. Its qualities exist, since they are known, and are known because they exist.



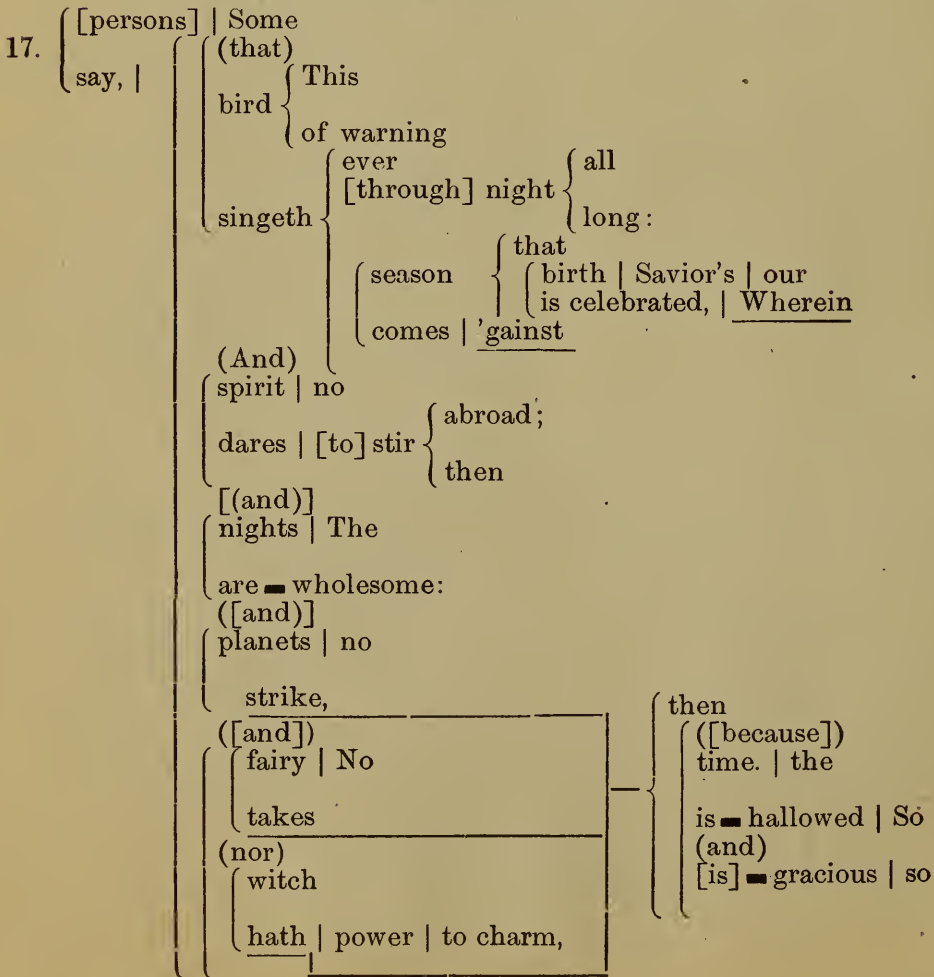
16. At ten o'clock, my task being finished, I went down to the river.



"Task" is nom. absol. with "*being finished*." "*My task being finished*" is an independent element. When expanded it will modify "*went*" denoting "*time*."

"O'clock," expanded, is "*of the clock*."

17. Some say, that ever 'gainst that season comes
Wherein our Savior's birth is celebrated,
This bird of warning singeth all night long;
And then no spirit dares stir abroad;
The nights are wholesome: then no planets strike,
No fairy takes, nor witch hath power to charm,
So hallowed and so gracious is the time.—*Shakspeare*.



17. This sentence is taken from Hamlet, Act I, Scene 1. Read it in its connections. "*Wherein*" is a conjunctive adverb, mod. "*is celebrated*" and connecting the subordinate sent. to "*season.*" From its resemblance in use to a relative, it may be called a *relative conjunctive adverb*. It is not unfrequent that the conjunctive adverb connects a sentence to a noun. "*'Gainst*" is used for "*against.*" It is a conjunctive adverb. We have a similar use of the word in such sentences as: "I will be there *against* you are. I have thought it best to supply "*be-cause*" before the last clause. Another view, quite plausible, would be that "*The time is so hallowed and so gracious [that] no planets strike, no fairy takes,*" etc.

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 165. (REV. ED., p. 184.)

1. Cæsar having crossed the Rubicon, Pompey prepared for battle.

1. { (Cæsar having crossed Rubicon, the) Pompey prepared for battle.	1. "Cæsar having crossed the Rubicon" logically denotes the cause of "prepared."
--	--

2. Having accumulated a large fortune, he retired from business.

2. { he | Having accumulated { fortune, { a
 retired | from business. { large

3. Being but dust, be humble and wise.

3. { [you] Being = dust, be = humble (and) [be] = wise.	3. "But" is a modal adverb modifying "being."
---	---

4. Judging from his dress, I should pronounce him an artisan.

4. { I | Judging | from dress, | his
 should pronounce | [to be] = artisan. | an
 him

5. I believe him to be an honest man.

5. { I
 believe | to be = man. { an
 him { honest

6. There is no hope of his recovering his health.

6. { (There)
 hope { no
 of recovering { his
 is { health. | his

7. There is no prospect of the storm's abating.

7. { (There)
 prospect { no
 of abating. | storm's | the
 is

8. Having been detained by this accident, he lost the opportunity of seeing them.

8. { he | Having been detained | by accident, { this
lost | opportunity { the
of seeing | them.

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 168. (REV. ED., p. 187.)

1. Hypocrisy is a sort of homage that vice pays to virtue.

1. { Hypocrisy
is = sort { a
of homage
vice
pays { to virtue.
that

1. "*That*" agrees with its antecedent "*sort*" and not "*homage*." Many students make a mistake on this and similar points.

2. The gods have set a price on every real and noble pleasure.

2. { gods | The
have set { price | a
on pleasure. { every
real
(and)
noble

3. He was a very young boy; quite a little child.

3. { He
was = boy; { a
young | very
child. { a
little | quite

3. "*Child*" is in apposition with "*boy*."

4. It has all the contortions of the sibyl, without the inspiration.

4. { It
has { all
contortions { the
of sibyl, | the
without inspiration. | the

5. "Well, what is it?" said my lady Brook.

5. { lady { my
Brook.
(Well,
it?
said { is = what

6. Suddenly the watch gave the alarm of "A sail ahead!"

6. { watch | the
gave { suddenly
alarm { the
of "A sail ahead!"

7. He saw a star shoot from heaven, and glittering in its fall, vanish upon the earth.

7. $\left\{ \begin{array}{l} \text{He} \\ \text{saw} \end{array} \left\{ \begin{array}{l} [\text{to}] \text{ shoot} \\ \text{(and)} \\ [\text{to}] \text{ vanish} \end{array} \right\} \right\} \left\{ \begin{array}{l} \text{from heaven,} \\ \text{star} \left\{ \begin{array}{l} \text{a} \\ \text{glittering} \mid \text{in fall,} \mid \text{its} \end{array} \right\} \\ \text{upon earth.} \mid \text{the} \end{array} \right.$

7. { He { [to] shoot { from heaven,
{ saw { (and) { [] star | a
{ [to] vanish { [] [it] | glittering | in fall, | its
{ upon earth. | the

8. Sweet are thy murmurs, O stream !
—*Ossian*.

- (O) (stream !)
8. { murmurs, | thy
are— Sweet

9. Their slumbers are sound, and
their wakings cheerful.

9. $\left\{ \begin{array}{l} \text{slumbers | Their} \\ \text{are} - \text{sound,} \\ \text{(and)} \\ \text{wakings | their} \\ \text{[are]} - \text{cheerful.} \end{array} \right.$

10. We one day descried some shapeless object floating at a distance.

10. $\left\{ \begin{array}{l} \text{We} \\ \text{descried} \end{array} \right\} \left\{ \begin{array}{l} [\text{on}] \text{ day } | \text{ one} \\ \text{object} \left\{ \begin{array}{l} \text{some} \\ \text{shapeless} \\ \text{floating} | \text{ at distance. } | \text{ a} \end{array} \right. \end{array} \right.$

11. And behold there came a voice unto him, and said, What dost thou here, Elijah?—*Bible.*

- (And) (behold) (there)
voice | a
came | unto him,
(and) { (Elijah ?)
 { thou
said, | { dost { What
 { { here,

12. I passed the house many successive days.

12. $\left\{ \begin{array}{l} \text{I} \\ \text{passed} \end{array} \right\} \left\{ \begin{array}{l} \text{house | the} \\ \text{[on] days.} \end{array} \right\} \left\{ \begin{array}{l} \text{many} \\ \text{successive} \end{array} \right\}$

12. There is no necessity for supplying "*by*" before "*house*."

13. He wore an ample cloak of black sheep's wool, which, having faded into a dull brown, had been refreshed by an enormous patch of the original color. His countenance was that of the faded part of his cloak.—*Bryant.*

- (1.) { He
wore | cloak { an
ample
of wool, | sheep's | black
which; | having faded | into brown, { a
dull
13. { had been refreshed | by patch { an
enormous
of color. { the
original

- (2.) { countenance | His
was = [color] { that
of part { the
faded
of cloak. | his

14. The line which bisects the verticle angle of a triangle, divides the base into segments proportional to the adjacent sides.

- { line { The
{ which
bisects | angle { the
vertical
of triangle, | a
divides { base | the
into segments | proportional | to sides. { the
adjacent

15. He is so good, he is good for nothing.

15. { He
is = good, { so
(that)
he
is = good | for nothing.

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 169. (REV. ED., p. 188.)

16. The clouds are divided in heaven : over the green hills flies the inconstant sun : red, through the stony vale, comes down the stream of the hills.—*Ossian*.

- (1.) { clouds { The
in heaven :
are divided
16. { sun : { The
inconstant
(2.) { flies | over hills { the
green
(3.) { stream { the
of hills. | the
red,
comes { down
through vale, { the
stony

17. The accusing angel flew up to Heaven's chancery with the oath, and blushed as he gave it in. And the recording angel, as he wrote it down, dropped a tear on the word, and blotted it out forever.—*Sterne*.

17. { angel { The
 { accusing
 flew { up
 { to chancery | heaven's
 { with oath, | the
 (and) { he
 blushed | { gave { as
 { it
 { in.
 (And)
 angel, { the
 { recording
 dropped { tear | a
 { on word, | the
 { he
 { wrote { as
 { down,
 (and) {
 blotted { it
 { out
 { forever.

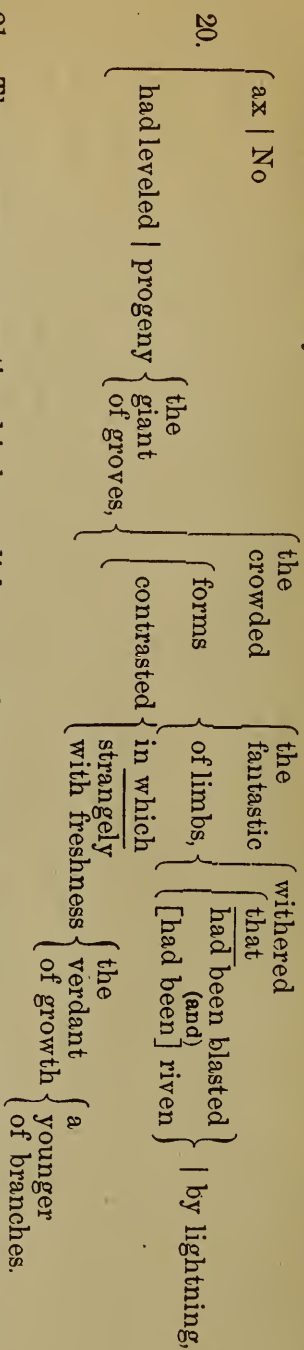
18. In the awful mystery of human life, it is a consolation sometimes to believe that our mistakes, perhaps even our sins, are permitted to be instruments of our education for immortality.

18. { (it)
to believe { { (that)
mistakes, | our
{ are permitted | to be instruments | of education*
{ ([and])
{ [that]
sins, | our
{ [are permitted] { perhaps
etc.
In mystery { the
awful
of life, | human
is - consolation | a
sometimes

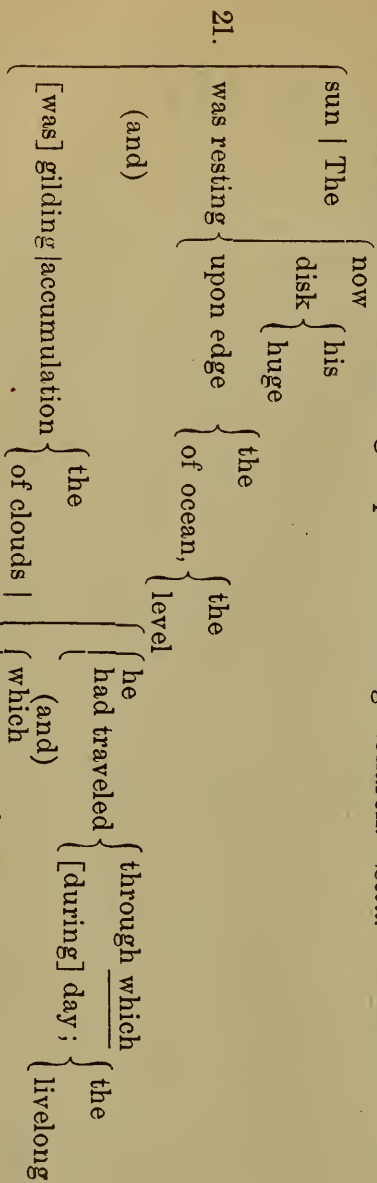
19. Even if his creditors had been uniformly indulgent, the position of the nobles and leading citizens, thus subjected to a constant, but secret superintendence, would have been too galling to be tolerated.—*Motley.*

19. { position { the
 { of nobles | the
 |
 { (and)
 { [of] citizens, | leading } subjected { thus
 } { to superintendence *
- { would have been — galling { too
- * { a
 { constant
 { (but)
 { secret
- { (Even if)
- { criticisms | his
- { had been — indulgent, | uniformly

20. No ax had leveled the giant progeny of the crowded groves, in which the fantastic forms of withered limbs, that had been blasted and riven by lightning, contrasted strangely with the verdant freshness of a younger growth of branches.—*Bancroft*.

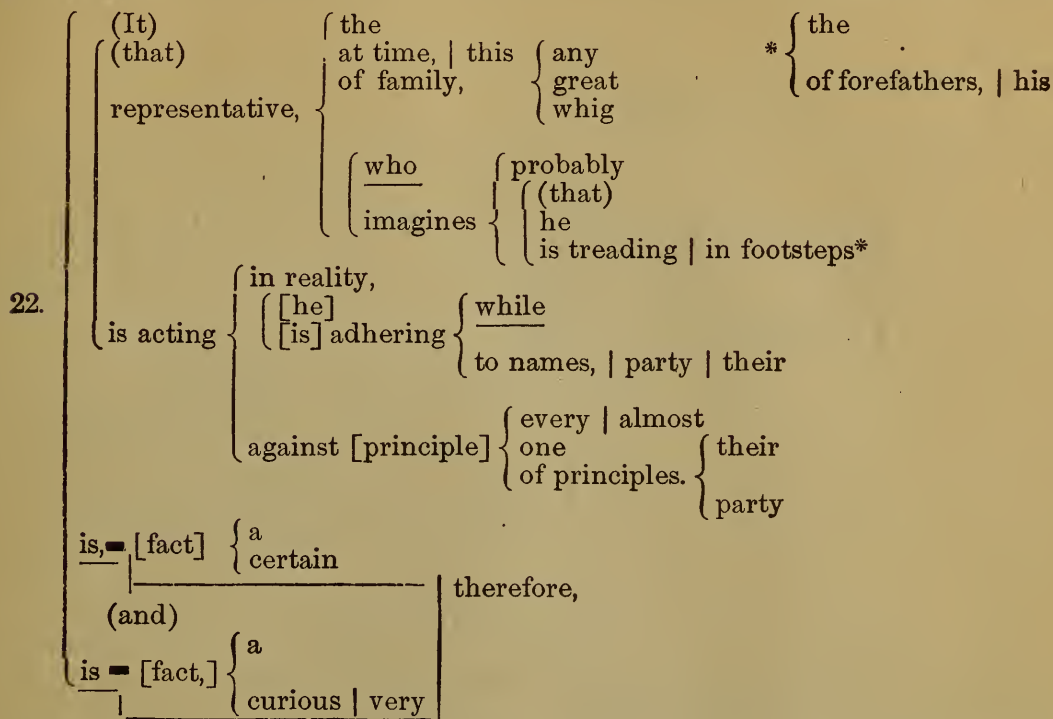


21. The sun was now resting his huge disk upon the edge of the level ocean, and gilding the accumulation of clouds through which he had traveled the livelong day; and which now assembled on all sides, like misfortunes and disasters around a sinking empire and falling monarch.—*Scott*.

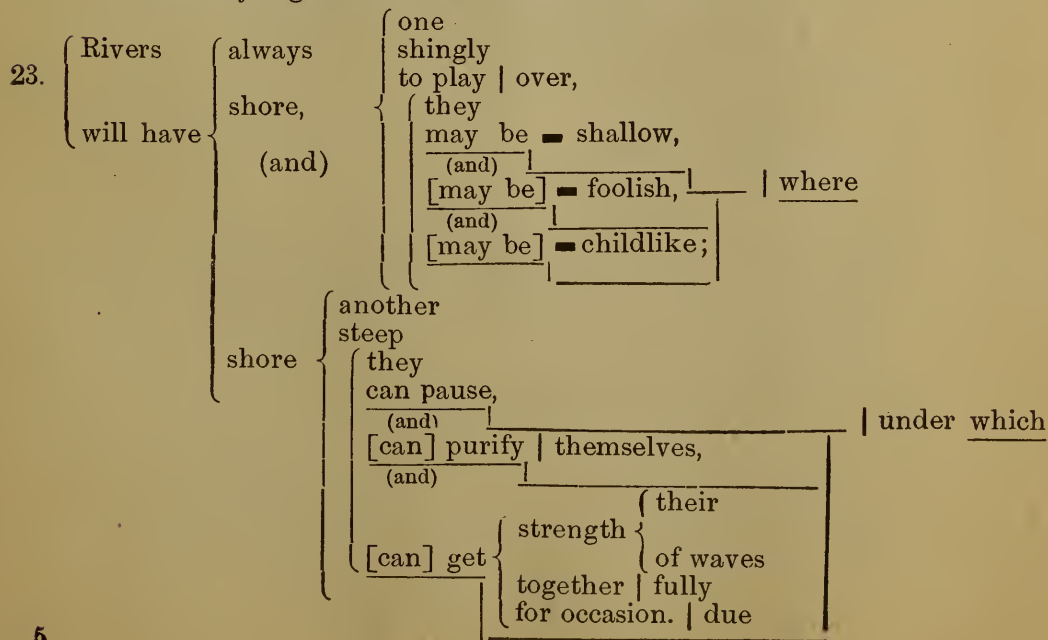


"*Like*" is a preposition. "*Around a sinking empire*," etc., modifies "*misfortunes*" and "*disasters*," and of course is an adjective element. If the word "assembling" should be supplied, then the element "*around sinking empire*," etc., would become an adverbial element. Many pupils make a mistake in supplying the finite verb "*assemble*." This gives us an example of false syntax, as "*like*" is not by good authors used as a conjunctive adverb.

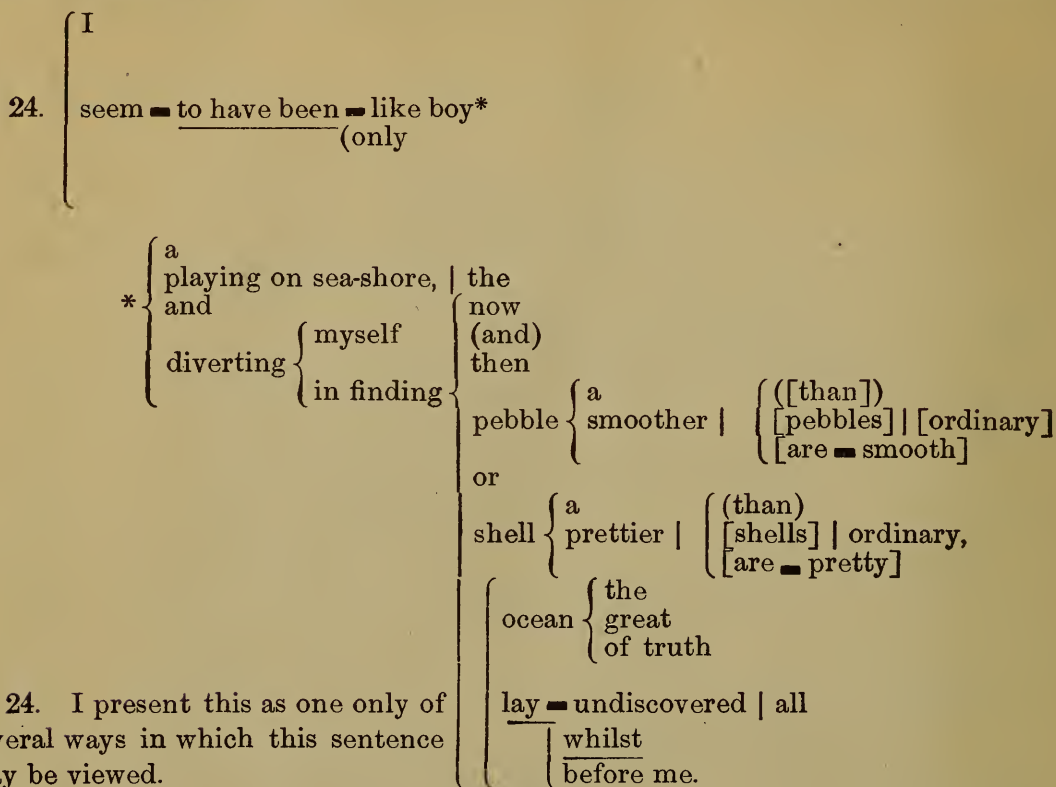
22. It is, therefore, a certain and a very curious fact, that the representative, at this time, of any great whig family, who probably imagines that he is treading in the footsteps of his forefathers, in reality, while adhering to their party names, is acting against almost every one of their party principles.—*Lord Mahon.*



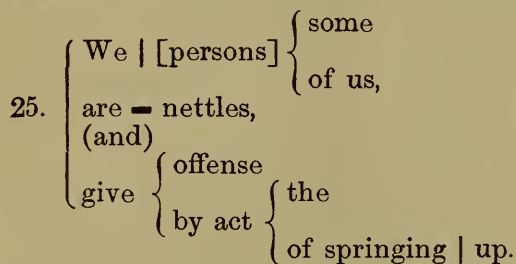
23. Rivers will always have one shingly shore to play over, where they may be shallow, and foolish, and childlike; and another steep shore, under which they can pause, and purify themselves, and get their strength of waves fully together for due occasion.—*Ruskin.*



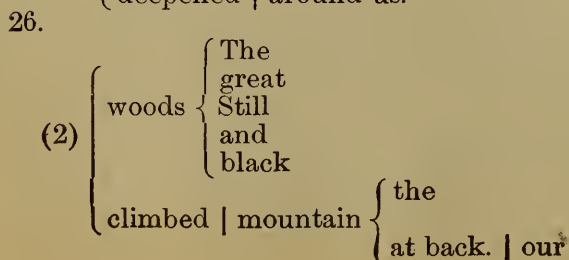
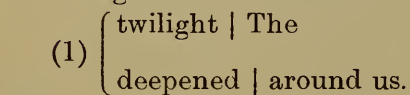
24. I seem to have been only like a boy playing on the sea-shore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.—*Newton*.



25. We're nettles, some of us,
And give offense by the act of springing up.—*Browning*.



26. The twilight deepened around us. Still and black
The great woods climbed the mountain at our back.



27. May God forgive the child of dust
Who seeks to *know* where Faith should *trust*.—Whittier.

27. { God
{ may forgive | child { the
 of dust
 { Who { to know
 { seeks { Faith
 { should trust. | where

27. The clause "where Faith should trust" is erroneously considered by some as an objective element, modifying "*to know*." A careful study of the sentence will convince any one that it is adverbial.

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 170. (REV. ED., p. 189.)

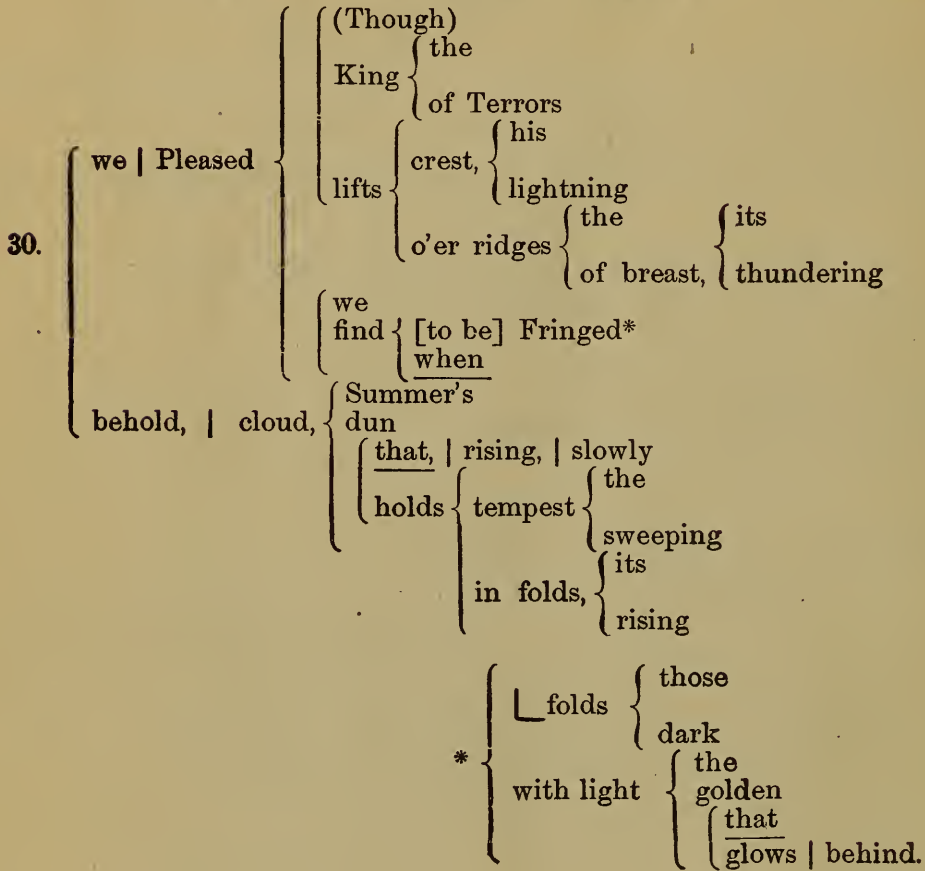
28. Better far
Pursue a frivolous trade by serious means,
Than a sublime art frivolously.

28. { [to] Pursue { trade { a
 frivolous
 by means, | serious
is = Better { far
 { (Than) { art { a
 { [to pursue] { sublime
 { is = good { frivolously.

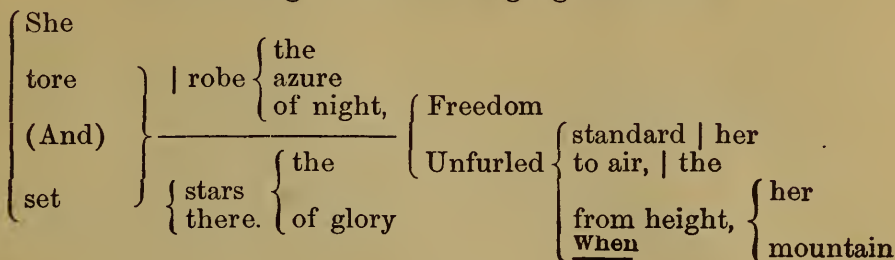
29. With grave
Aspect he rose, and in his rising seemed
A pillar of state; deep on his front engraven,
Deliberation sat, and public care;
And princely counsel in his face yet shone,
Majestic, though in ruin.—Milton.

(1.) { he
 rose, | With Aspect | grave
 (and)
 seemed = | [to be] = pillar { A
 (in rising | his { of state;
29. { { Deliberation } engraven, { deep(ly)
 { (and) } | public { on front | his
 { care; }
 { sat, }
 { (And) }
 { council } princely
 { shone, } yet
 { in face { his
 { Majestic,
 { (though)
 { [it]
 { [was] = in ruin.

30. Summer's dun cloud, that, slowly rising, holds
 The sweeping tempest in its rising folds,
 Though o'er the ridges of its thundering breast,
 The King of Terrors lifts his lightning crest,
 Pleased we behold, when those dark folds we find
 Fringed with the golden light that glows behind.—*Pierpont.*



33. When Freedom, from her mountain height,
 Unfurled her standard to the air,
 She tore the azure robe of night
 And set the stars of glory there.
 She mingled with its gorgeous dyes
 The milky baldric of the skies,
 And striped its pure, celestial white,
 With streakings of the morning light.—*Drake.*



33. { She
 mingled { with dyes { its
 { baldric { gorgeous
 { The
 { milky
 { of skies, | the
 (And)
 striped { white, { its
 { pure,
 { celestial
 { With streakings | of light. { the
 { morning

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 178. (REV. ED., p. 198.)

- | | |
|--|---|
| 1. We will rear new homes. | 2. The parting words shall pass my lips no more. |
| 1. { We
{ will rear homes. new | 2. { words { The
{ parting
{ shall pass { lips my
{ more. no |
| 3. I said that at sea all is vacancy. | 4. They have left unstained what there they found. |
| 3. { I
{ said { (that)
{ [space] { all
{ is = vacancy. { at sea | 4. { They
{ have left [to be] = unstained
{ thing { they
{ found. { there
{ which |
| 5. Bring forth this counterfeit model. | 6. Mad frenzy fires him now. |
| 5. { [you]
{ Bring { forth
{ model. { this
{ counterfeit | 6. { frenzy Mad
{ fires { him
{ now. |

7. Reading makes a full man, conference a ready man, and writing an exact man.
7. $\left\{ \begin{array}{l} \text{Reading} \\ \text{makes | man,} \end{array} \right\} \begin{array}{l} \text{a} \\ \text{full} \end{array}$
7. $\left\{ \begin{array}{l} \text{(and)} \\ \text{conference} \\ \text{[makes] | man,} \end{array} \right\} \begin{array}{l} \text{a} \\ \text{ready} \end{array}$
7. $\left\{ \begin{array}{l} \text{(and)} \\ \text{writing} \\ \text{[makes] | man.} \end{array} \right\} \begin{array}{l} \text{an} \\ \text{exact} \end{array}$
8. Thou hast left no son—but thy song shall preserve thy name.
8. $\left\{ \begin{array}{l} \text{Thou} \\ \text{hast left | son— | no} \\ \text{(but)} \\ \text{song | thy} \\ \text{shall preserve | name. | thy} \end{array} \right\}$
9. His disciples said, Who, then, can be saved?
9. $\left\{ \begin{array}{l} \text{disciples | His} \\ \text{said, |} \end{array} \right\} \begin{array}{l} \text{(then,)} \\ \text{Who,} \\ \text{can be saved?} \end{array}$
10. I was forbidden the premises.
10. $\left\{ \begin{array}{l} \text{I} \\ \text{was forbidden | [of] premises. | the} \end{array} \right\}$
11. They were debarred the privilege of walking in the park.
11. $\left\{ \begin{array}{l} \text{They} \\ \text{were debarred | [from] privilege} \end{array} \right\} \begin{array}{l} \text{the} \\ \text{of walking | in park. | the} \end{array}$
12. "But what good came of it at last?"
Quoth little Peterkin.
"Why, that I can not tell," said he;
"But 't was a famous victory."—*Southey*.
- (1.) $\left\{ \begin{array}{l} \text{Peterkin. | little} \\ \text{Quoth |} \end{array} \right\} \begin{array}{l} \text{(But)} \\ \text{good | what} \\ \text{came} \end{array} \begin{array}{l} \text{of it} \\ \text{at last?} \end{array}$
12. $\left\{ \begin{array}{l} \text{he;} \\ \text{said |} \end{array} \right\} \begin{array}{l} \text{(Why,)} \\ \text{I} \\ \text{can tell,} \\ \text{(But)} \end{array} \begin{array}{l} \text{not} \\ \text{[thing] that} \end{array}$
- $\left\{ \begin{array}{l} \text{it} \\ \text{was — victory.} \end{array} \right\} \begin{array}{l} \text{a} \\ \text{famous} \end{array}$

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 182. (REV. ED., p. 204.)

1. The hand that governs in April, governed in January.
1. $\left\{ \begin{array}{l} \text{hand} \end{array} \right\} \left\{ \begin{array}{l} \text{The} \\ \text{that} \\ \text{governs | in April,} \\ \text{governed | in January.} \end{array} \right\}$
2. I perish by this people which I made.
2. $\left\{ \begin{array}{l} \text{I} \\ \text{perish | by people} \end{array} \right\} \left\{ \begin{array}{l} \text{this} \\ \text{I} \\ \text{made | which} \end{array} \right\}$

3. Many a man shall envy him who henceforth limps.

3. $\left\{ \begin{array}{l} \text{man} \mid \text{Many a} \\ \text{shall envy} \mid \text{him} \mid \left\{ \begin{array}{l} \underline{\text{who}} \\ \text{limps.} \mid \text{henceforth} \end{array} \right. \end{array} \right.$

4. I venerate the man whose heart is warm. 5. Your sorrows are our gladness.

4. $\left\{ \begin{array}{l} \text{I} \\ \text{venerate} \mid \text{man} \left\{ \begin{array}{l} \text{the} \\ \left\{ \begin{array}{l} \text{heart} \mid \underline{\text{whose}} \\ \text{is} = \text{warm.} \end{array} \right. \end{array} \right. \end{array} \right.$ 5. $\left\{ \begin{array}{l} \text{sorrows} \mid \text{Your} \\ \text{are} = \text{gladness.} \mid \text{our} \end{array} \right.$

6. The blooming morning opened her dewy eyes.

6. $\left\{ \begin{array}{l} \text{morning} \left\{ \begin{array}{l} \text{The} \\ \text{blooming} \end{array} \right. \\ \text{opened} \mid \text{eyes.} \mid \left\{ \begin{array}{l} \text{her} \\ \text{dewy} \end{array} \right. \end{array} \right.$

7. Men are like birds that build their nests in trees that hang over rivers.

7. $\left\{ \begin{array}{l} \text{Men} \\ \text{are} = \text{like birds} \mid \left\{ \begin{array}{l} \underline{\text{that}} \\ \text{build} \left\{ \begin{array}{l} \text{nests} \mid \text{their} \\ \text{in trees} \mid \left\{ \begin{array}{l} \underline{\text{that}} \\ \text{hang} \mid \text{over rivers.} \end{array} \right. \end{array} \right. \end{array} \right. \end{array} \right.$

7. "*Like birds*" is an attribute of the second class, "*like*" being a preposition.

8. He was followed by another worthless rogue, who flung away his modesty instead of his ignorance.

8. $\left\{ \begin{array}{l} \text{He} \\ \text{was followed} \mid \text{by rogue,} \left\{ \begin{array}{l} \text{another} \\ \text{worthless} \\ \left\{ \begin{array}{l} \underline{\text{who}} \\ \text{flung} \left\{ \begin{array}{l} \text{away} \\ \text{modesty} \mid \text{his} \\ \text{instead of ignorance.} \mid \text{his} \end{array} \right. \end{array} \right. \end{array} \right. \end{array} \right.$

9. A bird is placed in a bell-glass, A, which stands over the mercury.

9. $\left\{ \begin{array}{l} \text{bird} \mid \text{A} \\ \text{is placed} \mid \text{in bell-glass,} \left\{ \begin{array}{l} \text{a} \\ \text{A,} \\ \left\{ \begin{array}{l} \underline{\text{which}} \\ \text{stands} \mid \text{over mercury.} \mid \text{the} \end{array} \right. \end{array} \right. \end{array} \right.$

10. . Remorseless Time!

Fierce spirit of the glass and scythe! What power
Can stay him in his silent course or melt
His iron heart to pity?—*Prentice.*

10. (Time! | Remorseless)
- (spirit { Fierce
of glass | the
(and)
[of] scythe!)
- power | What
- can stay { him
(or) { in course, { His
{ silent
- [can] melt { heart { his
{ to pity? { iron
11. "Banished from Rome!" what's banished, but set free
From daily contact of the things I loathe?
"Tried and convicted traitor!" Who says this?
Who'll prove it, at his peril, on my head?—*Croly*.
(Banished | from Rome!)
- (1.) { [to be] banished,
{ is=what | but [to be] set=free | From contact { daily
{ of things { the
{ { I
{ { loathe? | [which]
11. (traitor! { Tried
{ and
{ convicted)
- (2.) { Who
{ says | [thing] this?
- (3.) { Who
{ will prove { it,
{ at peril, | his
{ on head? | my

SENTENCES FROM HARVEY'S GRAMMAR, pp. 185-186. (REV. ED., p. 207.)

- | | |
|--|--|
| 1. His spirit was so bird-like and so pure. | 2. Dim, cheerless, is the scene my path around. |
| 1. { spirit His
{ was = bird-like so
{ (and)
{ [was] = pure. so | 2. { scene { the
{ around. path my
{ is = Dim,
{ ([and])
{ [is] = cheerless, |
| 3. This life of ours is a wild Æolian harp of many a joyous strain. | 4. Every tree-top has its shadow. |
| 3. { life { This
{ of ours
{ is = harp { a
{ wild
{ Æolian { many a
{ of strain. { joyous | 4. { tree-top Every
{ has shadow. its |
| | 5. With fleecy clouds the sky is blanched. |
| | { sky the
{ is blanched. With clouds fleecy |

6. Still stands the forest primeval. 7. 'Tis impious in a good man to be sad.

6. $\left\{ \begin{array}{l} \text{forest} \left\{ \begin{array}{l} \text{the} \\ \text{primeval.} \end{array} \right. \\ \text{stands | Still} \end{array} \right.$ 7. $\left\{ \begin{array}{l} \text{(It)} \\ \text{to be = sad.} \\ \text{is = impious | in man} \left\{ \begin{array}{l} \text{a} \\ \text{good} \end{array} \right. \end{array} \right.$

8. To hope the best is pious, brave, and wise. 9. Time wasted is existence; used, is life.

8. $\left\{ \begin{array}{l} \text{To hope | [for] [things]} \left\{ \begin{array}{l} \text{the} \\ \text{best} \end{array} \right. \\ \text{is = pious,} \\ \text{([and])} \\ \text{[is] = brave,} \\ \text{([and])} \\ \text{[is] = wise.} \end{array} \right.$ 9. (1.) $\left\{ \begin{array}{l} \text{Time | wasted} \\ \text{is = existence;} \end{array} \right.$
9. (2.) $\left\{ \begin{array}{l} \text{[time] used,} \\ \text{is = life.} \end{array} \right.$

10. Thoughts shut up, want air,
And spoil, like bales unopened to the sun.

10. $\left\{ \begin{array}{l} \text{Thoughts | shut | up,} \\ \text{want | air,} \\ \text{(And)} \\ \text{spoil, | like bales | unopened | to sun. | the} \end{array} \right.$ "Shut" is a passive participle, having the construction of an adj., limiting "thoughts."

11. Tell me not in mournful numbers,
Life is but an empty dream.

11. $\left\{ \begin{array}{l} \text{[you]} \\ \text{Tell} \left\{ \begin{array}{l} \text{[to] me} \\ \text{not} \\ \text{in numbers, | mournful} \\ \text{([that])} \\ \text{Life} \\ \text{is = dream.} \left\{ \begin{array}{l} \text{an} \\ \text{empty} \end{array} \right. \\ \text{(but} \end{array} \right. \end{array} \right.$

12. Pray for the living, in whose breast
The struggle between right and wrong
Is raging terrible and strong.

12. $\left\{ \begin{array}{l} \text{[you]} \\ \text{Pray | for [persons]} \left\{ \begin{array}{l} \text{the} \\ \text{living,} \\ \text{struggle} \left\{ \begin{array}{l} \text{The} \\ \text{between right} \\ \text{(and)} \\ \text{[between] wrong} \\ \text{terrible} \\ \text{(and)} \\ \text{strong.} \\ \text{Is raging | in breast | whose} \end{array} \right. \end{array} \right. \end{array} \right.$

13. Petulant she spoke, and at herself she laughed;
A rose-bud set with little willful thorns,
And sweet as English air could make her.

13. { she { rose-bud { A
 (And) { set | with thorns, { little
 sweet | { air | English { willful
 { could make { as
 { [to be] = [sweet]
 spoke, Petulant(ly) { her.
 (and)
 { she
 { laughed; | at herself

14. The hills are dearest which our childish feet
 Have climbed the earliest, and the streams most sweet
 Are ever those at which our young lips drank,
 Stoop'd to their waters o'er the grassy bank.

14. { The
 hills { feet { our
 { childish
 { Have climbed { which
 { earliest, | the
 are = dearest
 (and)
 { the
 streams { sweet | most
 { those { our
 { lips { young { to waters | their
 Are = [streams] { { lips { Stoop'd { o'er bank. { the
 (ever { drank, | at which { grassy

15. Sometimes her narrow kitchen walls
 Stretched away into stately halls.—*Whittier.*

15. { her
 walls { narrow
 { kitchen
 { Sometimes
 Stretched { away
 { into halls. | stately

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 187. (REV. ED., p. 209.)

1. Thus many a sad to-morrow came
and went.

$$1. \left\{ \begin{array}{l} \text{to-morrow} \\ \text{came} \\ \text{(and)} \\ \text{went.} \end{array} \right\} \left\{ \begin{array}{l} \text{many a} \\ \text{sad} \end{array} \right\} \text{Thus}$$
2. Return, O beautiful days of
youth.

$$2. \left\{ \begin{array}{l} \text{(O)} \\ \text{days} \\ \text{[ye]} \\ \text{Return,} \end{array} \right\} \left\{ \begin{array}{l} \text{beautiful} \\ \text{of youth.} \end{array} \right\}$$
3. I alone was solitary and idle.

$$3. \left\{ \begin{array}{l} \text{I | alone} \\ \text{was = solitary} \\ \text{(and)} \\ \text{[was] = idle.} \end{array} \right\}$$
4. This well deserves meditating.

$$4. \left\{ \begin{array}{l} \text{[subject] | This} \\ \text{deserves} \end{array} \right\} \left\{ \begin{array}{l} \text{well} \\ \text{meditating.} \end{array} \right\}$$
5. At an early hour, arrive the dili-
gences.

$$5. \left\{ \begin{array}{l} \text{diligences. | the} \\ \text{arrive | At hour,} \end{array} \right\} \left\{ \begin{array}{l} \text{an} \\ \text{early} \end{array} \right\}$$
6. He waved his arm.

$$6. \left\{ \begin{array}{l} \text{He} \\ \text{waved | arm. | his} \end{array} \right\}$$
7. Every rational creature has all
nature for his dowry and estate.

$$7. \left\{ \begin{array}{l} \text{creature} \\ \text{has} \end{array} \right\} \left\{ \begin{array}{l} \text{Every} \\ \text{rational} \\ \text{nature | all} \\ \text{for dowry | his} \\ \text{(and)} \\ \text{[for] estate.} \end{array} \right\}$$
8. The present needs us.

$$8. \left\{ \begin{array}{l} \text{present | The} \\ \text{needs | us.} \end{array} \right\}$$
9. The jury were not unanimous.

$$9. \left\{ \begin{array}{l} \text{jury | The} \\ \text{were = unanimous.} \\ \text{---(not)} \end{array} \right\}$$
10. Generation after generation passes
away.

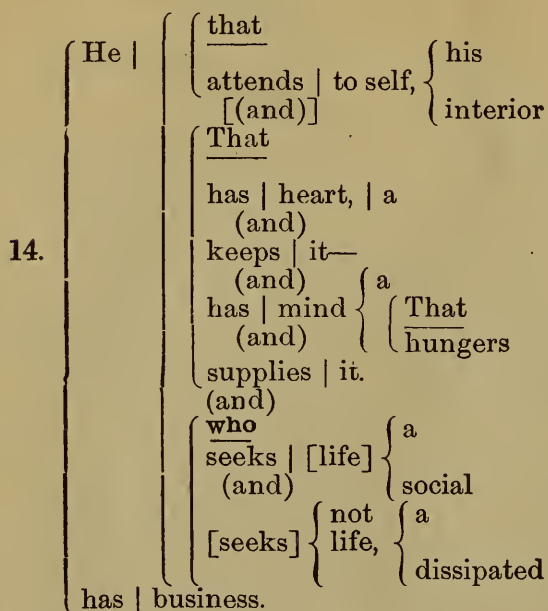
$$10. \left\{ \begin{array}{l} \text{Generation | after generation} \\ \text{passes | away.} \end{array} \right\}$$
11. The public are respectfully invited
to attend.

$$11. \left\{ \begin{array}{l} \text{public | The} \\ \text{are invited} \end{array} \right\} \left\{ \begin{array}{l} \text{respectfully} \\ \text{to attend.} \end{array} \right\}$$
12. Every age
Bequeathes the next for heritage,
No lazy luxury or delight.

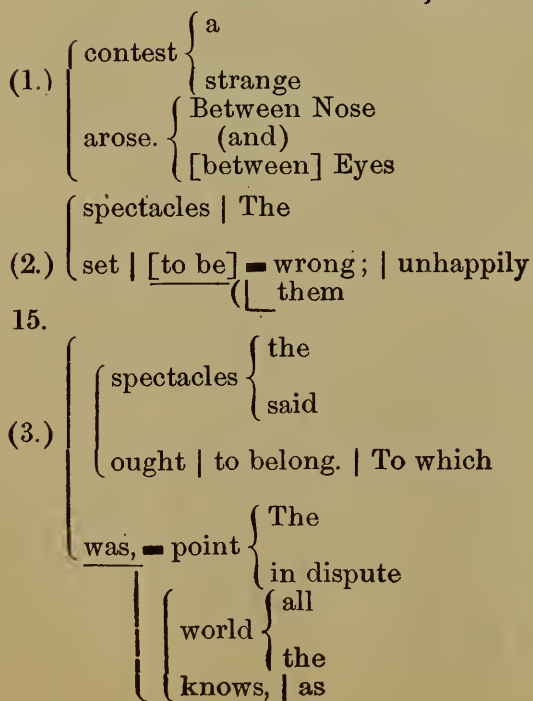
$$12. \left\{ \begin{array}{l} \text{age | every} \\ \text{Bequeathes} \end{array} \right\} \left\{ \begin{array}{l} \text{[to age]} \\ \text{for heritage,} \\ \text{luxury} \\ \text{or} \\ \text{delight.} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{next} \\ \text{No} \\ \text{lazy} \end{array} \right\}$$
13. There's not a beggar in the street
Makes such a sorry sight.

$$13. \left\{ \begin{array}{l} \text{(There)} \\ \text{beggar} \\ \text{'s | in street | the} \\ \text{---(not)} \end{array} \right\} \left\{ \begin{array}{l} \text{a} \\ \text{[that]} \\ \text{Makes | sight} \end{array} \right\} \left\{ \begin{array}{l} \text{such} \\ \text{a} \\ \text{sorry} \end{array} \right\}$$

14. He that attends to his interior self,
That has a heart, and keeps it—has a mind
That hungers and supplies it, and who seeks
A social, not a dissipated life,
Has business.



15. Between Nose and Eyes a strange contest arose.
The spectacles set them unhappily wrong;
The point in dispute was, as all the world knows,
To which the said spectacles ought to belong.—*Cowper.*



SENTENCES FROM HARVEY'S GRAMMAR, PAGE 190. (REV. ED., p. 212.)

1. To give an affront, or to take one tamely, is no mark of a great mind.
1. { To give | affront, | an
(or) { [affront] | one
to take { tamely,
is = mark { no { a
 of mind. { great
2. Neither he nor she has spoken to him.
2. { he
(Neither-nor)
she
has spoken | to him.
3. To reveal secrets, or betray one's friends, is contemptible perfidy.
3. { To reveal | secrets,
(or)
to betray | friends, [person's] one
is = perfidy. | contemptible
4. Either ability or inclination was wanting.
4. { ability
(Either-or)
inclination
was = wanting.
5. Hatred or revenge deserves censure.
5. { Hatred
(or)
revenge
deserves | censure.
6. Neither poverty nor riches is desirable.
6. { poverty
(Neither—nor)
riches
is = desirable.
7. The vanity, the ambition, or the pride of some men keeps them always in trouble.
7. { vanity, . } | The
([or]) { of men | some
ambition, } | the
(or)
pride } | the
keeps { them
 always
 in trouble.
8. Emma or Jane has lost her dictionary.
8. { Emma
(or)
Jane
has lost | dictionary. | her
9. The breezy call of incense-breathing morn,
The swallow twittering from the straw-built shed,
The cock's shrill clarion, or the echoing horn,
No more shall rouse them from their lowly bed.—*Gray.*

9. $\left\{ \begin{array}{l} \text{call } \left\{ \begin{array}{l} \text{The} \\ \text{breezy} \\ \text{of morn, | incense-breathing} \end{array} \right. \\ ([\text{or}]) \\ \text{swallow } \left\{ \begin{array}{l} \text{The} \\ \text{twittering | from shed, } \left\{ \begin{array}{l} \text{the} \\ \text{straw-built} \end{array} \right. \\ ([\text{or}]) \\ \text{clarion, } \left\{ \begin{array}{l} \text{cock's | The} \\ \text{shrill} \end{array} \right. \\ (\text{or}) \\ \text{horn, } \left\{ \begin{array}{l} \text{the} \\ \text{echoing} \end{array} \right. \\ \text{shall rouse } \left\{ \begin{array}{l} \text{more | No} \\ \text{them} \\ \text{from bed. } \left\{ \begin{array}{l} \text{their} \\ \text{lowly} \end{array} \right. \end{array} \right. \end{array} \right.$

10. $\begin{array}{l} \text{From the high host} \\ \text{Of stars to the lulled lake, and mountain coast,} \\ \text{All is concentrated in a life intense,} \\ \text{Where not a beam, nor air, nor leaf is lost.} \end{array}$ —Byron.

10. $\left\{ \begin{array}{l} [\text{existence}] \left\{ \begin{array}{l} \text{All} \\ \text{From host } \left\{ \begin{array}{l} \text{the} \\ \text{high} \\ \text{of stars} \end{array} \right. \\ [\text{extending}] \left\{ \begin{array}{l} \text{to lake, } \left\{ \begin{array}{l} \text{the} \\ \text{lulled} \end{array} \right. \\ \text{and} \\ \text{[to] coast, | mountain} \end{array} \right. \\ \text{is concentrated | in life } \left\{ \begin{array}{l} \text{a} \\ \text{intense,} \\ \text{beam, | a | Not} \\ \text{(nor)} \\ \text{air,} \\ \text{(nor)} \\ \text{leaf} \\ \text{is lost. | Where} \end{array} \right. \end{array} \right.$

10. In this sentence we have another example of a sentence introduced by a conjunctive adverb and modifying a noun.

11. $\begin{array}{l} \text{Time, nor Eternity, hath seen} \\ \text{A repetition of delight} \\ \text{In all its phases; ne'er hath been} \\ \text{For men or angels that which is.} \end{array}$

- (1) $\left\{ \begin{array}{l} \text{Time,} \\ \text{(nor)} \\ \text{Eternity,} \\ \text{hath seen | repetition } \left\{ \begin{array}{l} \text{A} \\ \text{of delight} \\ \text{In phases; } \left\{ \begin{array}{l} \text{all} \\ \text{its} \end{array} \right. \end{array} \right. \end{array} \right.$
- (2) $\left\{ \begin{array}{l} [\text{thing}] \left\{ \begin{array}{l} \text{that} \\ \text{which} \\ \text{is.} \end{array} \right. \\ \text{hath been } \left\{ \begin{array}{l} \text{ne'er} \\ \text{For men} \\ \text{(or)} \\ \text{[for] angels} \end{array} \right. \end{array} \right.$

SENTENCES FROM HARVEY'S GRAMMAR, PAGE 191-2. (REV. ED., p. 214.)

1. To do right, is to do that which is ordered to be done.

$$1, \left\{ \begin{array}{l} \text{To do | right,} \\ \text{is - to do | [thing]} \end{array} \right\} \left\{ \begin{array}{l} \text{that} \\ \text{which} \\ \text{is ordered | to be done.} \end{array} \right.$$

2. To die is to be banished from myself.

$$2. \left\{ \begin{array}{l} \text{To die} \\ \text{is - to be banished | from myself.} \end{array} \right.$$

3. To do justice and judgment is more acceptable to the Lord than sacrifice.

$$3. \left\{ \begin{array}{l} \text{To do } \left\{ \begin{array}{l} \text{justice} \\ \text{(and)} \\ \text{judgment} \end{array} \right. \\ \text{is - acceptable } \left\{ \begin{array}{l} \text{more } \left\{ \begin{array}{l} \text{[than)} \\ \text{sacrifice.} \\ \text{[is - acceptable]} \end{array} \right. \\ \text{to Lord | the} \end{array} \right. \end{array} \right.$$

4. It is our duty to try, and our determination to succeed.

$$4. \left\{ \begin{array}{l} \text{(It)} \\ \text{to try,} \\ \text{is - duty | our} \\ \text{(and)} \\ \text{to succeed.} \\ \text{is - determination | our} \end{array} \right.$$

5. He had dared to think for himself.

$$5. \left\{ \begin{array}{l} \text{He} \\ \text{had dared | to think | for himself.} \end{array} \right.$$

6. She shall rejoice in time to come.

$$6. \left\{ \begin{array}{l} \text{She} \\ \text{shall rejoice | in time | to come.} \end{array} \right.$$

7. It is the curse of kings to be attended
By slaves that take their humors for a warrant
To break within the bloody house of life,
And on the winking of authority,
To understand a law.—*Shakspeare.*

$$7. \left\{ \begin{array}{l} \text{(It)} \\ \text{to be attended | By slaves | } \left\{ \begin{array}{l} \text{that} \\ \text{take} \end{array} \right\} \left\{ \begin{array}{l} \text{humors | their} \\ \text{for warrant*} \end{array} \right. \\ \text{is - curse } \left\{ \begin{array}{l} \text{the} \\ \text{of kings} \end{array} \right. \end{array} \right.$$

$$* \left\{ \begin{array}{l} \text{a} \\ \text{To break | within house } \left\{ \begin{array}{l} \text{the} \\ \text{bloody} \\ \text{or life,} \end{array} \right. \\ \text{(And)} \\ \text{To understand } \left\{ \begin{array}{l} \text{law. | a} \\ \text{on winking} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{of authority,} \end{array} \right. \end{array} \right.$$

6. He lived to die, and died to live.
6. $\left\{ \begin{array}{l} \text{He} \\ \text{lived | to die,} \\ \text{(and)} \\ \text{died | to live.} \end{array} \right.$

7. It is a brave thing to understand something of what we see.

7. $\left\{ \begin{array}{l} \text{(It)} \\ \text{to understand | something | of things} \\ \text{is — thing | } \left\{ \begin{array}{l} \text{a} \\ \text{brave} \end{array} \right. \end{array} \right. \left\{ \begin{array}{l} \text{the} \\ \text{we} \\ \text{see. | } \underline{\text{which}} \end{array} \right.$

8. It is better to fight for the good than rail at the ill.

8. $\left\{ \begin{array}{l} \text{(It)} \\ \text{to fight | for good | the} \\ \text{is — better | } \left\{ \begin{array}{l} \text{(than)} \\ \text{to rail | at ill. | the} \\ \text{[is — good]} \end{array} \right. \end{array} \right.$

9. Let us be content in work,
To do the thing we can, and not presume
To fret because it's little.

9. $\left\{ \begin{array}{l} \text{[you]} \\ \text{Let } \left\{ \begin{array}{l} \text{[to] be — content} \\ \text{(and)} \\ \text{[to] presume} \end{array} \right. \left\{ \begin{array}{l} \text{in work,} \\ \text{to do | thing} \\ \text{not} \end{array} \right. \left\{ \begin{array}{l} \text{the} \\ \text{we} \\ \text{can, [do] } \underline{\text{[which]}} \end{array} \right. \\ \left\{ \begin{array}{l} \text{[us]} \\ \text{[to] presume} \end{array} \right. \left\{ \begin{array}{l} \text{(because)} \\ \text{it} \\ \text{is — little.} \end{array} \right. \end{array} \right.$

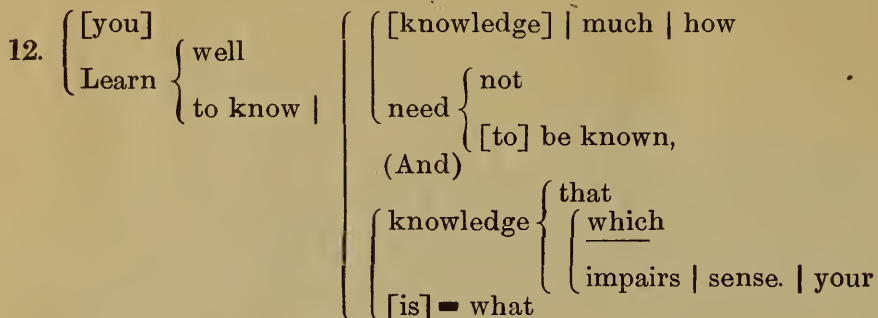
10. One day with life and heart,
Is more than time enough to find a world.

10. $\left\{ \begin{array}{l} \text{day} \\ \text{is [time] | more | } \left\{ \begin{array}{l} \text{(than)} \\ \text{time} \\ \text{[is—]} \end{array} \right. \text{enough | to find | world. | a} \end{array} \right. \left\{ \begin{array}{l} \text{One} \\ \text{with life} \\ \text{(and)} \\ \text{[with] heart,} \end{array} \right.$

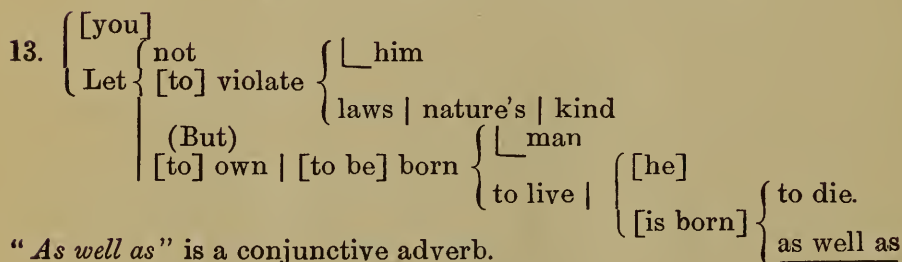
11. Needful auxiliars are our friends, to give
To social man true relish of himself.

11. $\left\{ \begin{array}{l} \text{friends, | our} \\ \text{are — auxiliars | Needful | to give} \end{array} \right. \left\{ \begin{array}{l} \text{To man | social} \\ \text{relish } \left\{ \begin{array}{l} \text{true} \\ \text{of himself.} \end{array} \right. \end{array} \right.$

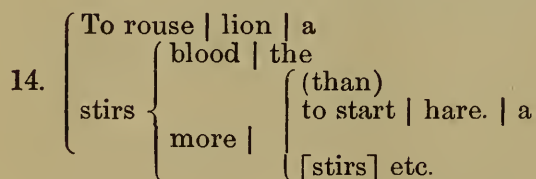
12. Learn well to know how much need not be known,
And what that knowledge which impairs your sense.



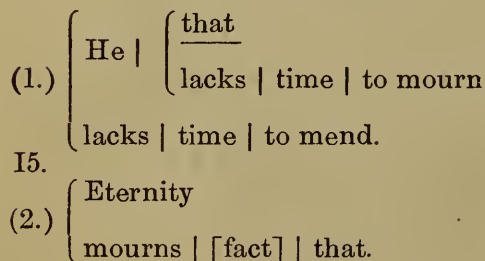
13. Let him not violate kind nature's laws,
But own man born to live as well as die.



14. The blood more stirs
To rouse a lion than to start a hare.

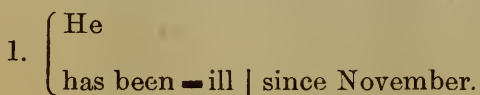


15. He that lacks time to mourn lacks time to mend.
Eternity mourns that.



SENTENCES FROM HARVEY'S GRAMMAR, PAGE 222. (REV. ED., p. 228.)

1. He has been ill since November.



"Since November" is an adverbial element of the 2nd class, modifying the entire simple predicate "has been ill."
"Since" is a preposition.

2. I will go, provided he sends for me. 3. Can you not still this noise?

2. $\left\{ \begin{array}{l} \text{I} \\ \text{will go, |} \end{array} \right\} \left\{ \begin{array}{l} (\text{provided}) \\ \text{he} \\ \text{sends | for me.} \end{array} \right.$

3. $\left\{ \begin{array}{l} \text{you} \\ \text{Can still} \end{array} \right\} \left\{ \begin{array}{l} \text{not} \\ \text{noise? | this} \end{array} \right.$

4. The rain still continues. 5. The before-mentioned facts are before you.

4. $\left\{ \begin{array}{l} \text{rain | The} \\ \text{continues. | still} \end{array} \right.$

5. $\left\{ \begin{array}{l} \text{facts} \\ \text{are — before you.} \end{array} \right\} \left\{ \begin{array}{l} \text{The} \\ \text{before-mentioned} \end{array} \right.$

6. Does he live anywhere in Ohio?

6. $\left\{ \begin{array}{l} \text{he} \\ \text{Does live | anywhere | in Ohio?} \end{array} \right.$

7. This boy is full ten years old.

7. $\left\{ \begin{array}{l} \text{boy | This} \\ \text{is — old. | [to number of] years | ten | full} \end{array} \right.$

8. I never saw a saw saw a saw as that saw saws a saw.

3. $\left\{ \begin{array}{l} \text{I} \\ \text{saw} \end{array} \right\} \left\{ \begin{array}{l} \text{never} \\ \text{[to] saw} \end{array} \right\} \left\{ \begin{array}{l} \text{saw | a} \\ \text{saw | a} \\ \left\{ \begin{array}{l} \text{saw | that} \\ \text{saws} \end{array} \right\} \left\{ \begin{array}{l} \text{saw. | a} \\ \text{as} \end{array} \right. \end{array} \right.$

9. What with the bread, and what with the water, he sustained himself for several weeks.

9. $\left\{ \begin{array}{l} \text{he} \\ \text{sustained} \end{array} \right\} \left\{ \begin{array}{l} \text{himself} \\ \text{for weeks. | several} \\ \text{what | with bread, the} \\ \text{and} \\ \text{what | with water, | the} \end{array} \right.$

10. Give me such as I bargained for, and as much as I bargained for.

10. $\left\{ \begin{array}{l} \text{[you]} \\ \text{Give} \end{array} \right\} \left\{ \begin{array}{l} \text{[to] me} \\ \text{[quality]} \\ \text{(and)} \end{array} \right\} \left\{ \begin{array}{l} \text{such} \\ \left\{ \begin{array}{l} \text{I} \\ \text{bargained | for as} \end{array} \right. \\ \left\{ \begin{array}{l} \text{much | as} \\ \left\{ \begin{array}{l} \text{I} \\ \text{bargained | for as} \end{array} \right. \end{array} \right. \end{array} \right.$

11. What, then, could be done?

11. $\left\{ \begin{array}{l} (\text{then,}) \\ \text{What,} \\ \text{could be done?} \end{array} \right.$

12. He has come round.

12. $\left\{ \begin{array}{l} \text{He} \\ \text{has come | round.} \end{array} \right.$

13. That man purchased a round of beef.

13. $\left\{ \begin{array}{l} \text{man | That} \\ \text{purchased | round} \end{array} \right\} \left\{ \begin{array}{l} \text{a} \\ \text{of beef.} \end{array} \right.$

14. The weight of this box is forty pounds. 15. The stars are out by twos and threes.

14. $\left\{ \begin{array}{l} \text{weight} \left\{ \begin{array}{l} \text{The} \\ \text{of box} \mid \text{this} \end{array} \right. \\ \text{is} = \text{pounds.} \mid \text{forty} \end{array} \right.$

15. $\left\{ \begin{array}{l} \text{stars} \mid \text{The} \\ \text{are} = \text{out} \left\{ \begin{array}{l} \text{by twos} \\ \text{(and)} \\ \text{[by]} \text{ threes.} \end{array} \right. \end{array} \right.$

15. "*By twos and [by] threes*" modifies the whole simple predicate "*are out.*" "*Out*" is a predicate adjective.

16. Whether is greater, the gold or the temple?

16. $\left\{ \begin{array}{l} \text{Whether} \left\{ \begin{array}{l} \text{gold} \mid \text{the} \\ \text{(or)} \\ \text{temple?} \mid \text{the} \end{array} \right. \\ \text{is} = \text{greater,} \end{array} \right.$

16. "*Whether*" is obsolete interrogative pronoun. "*Gold*" and "*temple*" are in apposition with "*whether.*"

17. Sing unto the Lord, O ye saints of his.

17. $\left\{ \begin{array}{l} \text{(O)} \left(\begin{array}{l} \text{saints} \left\{ \begin{array}{l} \text{ye} \\ \text{of his.} \end{array} \right. \end{array} \right) \\ \text{Sing} \mid \text{unto Lord,} \mid \text{the} \end{array} \right.$

17. "*His*" is possessive by enallage, for "*him.*" "*Ye*" seems to me to be used as an adjective in such expressions as "*ye saints,*" "*ye men,*" etc.

18. No man can come unto me except the Father draws him.

18. $\left\{ \begin{array}{l} \text{man} \mid \text{No} \\ \text{can come} \left\{ \begin{array}{l} \text{unto me} \\ \left\{ \begin{array}{l} \text{(except)} \\ \text{Father} \mid \text{the} \end{array} \right. \\ \text{draws} \mid \text{him.} \end{array} \right. \end{array} \right.$

19. He maketh me to lie down in green pastures

19. $\left\{ \begin{array}{l} \text{He} \\ \text{maketh} \mid \text{to lie} \left\{ \begin{array}{l} \text{me} \\ \text{down} \\ \text{in pastures.} \mid \text{green} \end{array} \right. \end{array} \right.$

20. They have promised, yet they do not perform. 21. One came, methought, and whispered in my ear.

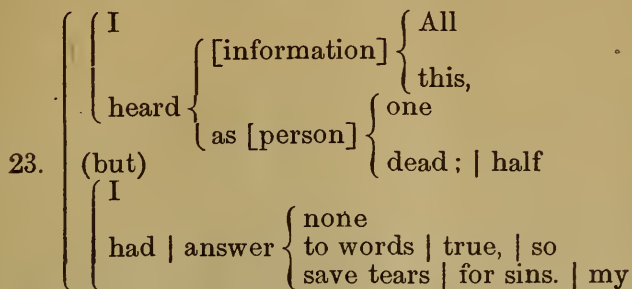
20. $\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{They} \\ \text{have promised,} \end{array} \right. \\ \text{(yet)} \\ \left\{ \begin{array}{l} \text{they} \\ \text{do perform.} \mid \text{not} \end{array} \right. \end{array} \right.$

21. $\left\{ \begin{array}{l} \text{me} = \text{I} \\ \text{thought} \mid \left\{ \begin{array}{l} \text{([that])} \\ \text{[person]} \mid \text{One} \\ \text{came} \\ \text{(and)} \\ \text{whispered} \mid \text{in ear.} \mid \text{my} \end{array} \right. \end{array} \right.$

22. He that catches at more than belongs to him, justly deserves to lose what he has.

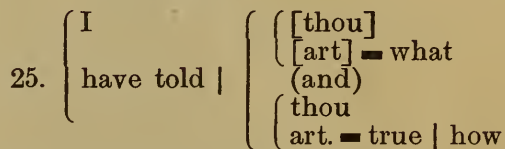
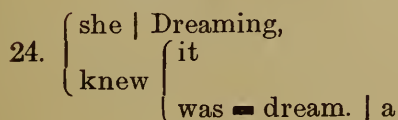
22. $\left\{ \begin{array}{l} \text{He} \mid \left\{ \begin{array}{l} \text{that} \\ \text{catches} \mid \text{at [things]} \mid \text{more} \mid \left\{ \begin{array}{l} \text{(than)} \\ \text{[thing]} \\ \text{[is]} \end{array} \right\} \left\{ \begin{array}{l} \text{[the]} \\ \text{[which]} \\ \text{belongs} \mid \text{to him,} \end{array} \right. \end{array} \right. \\ \text{deserves} \left\{ \begin{array}{l} \text{justly} \\ \text{to lose} \mid \text{thing} \left\{ \begin{array}{l} \text{the} \\ \text{he} \\ \text{has.} \mid \text{which} \end{array} \right. \end{array} \right. \end{array} \right.$

23. All this, I heard as one half dead; but answer had I none to words so true, save tears for my sins.

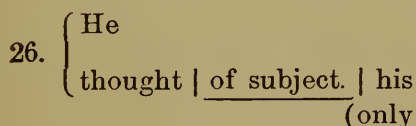


"As" is a preposition, equivalent to "in the manner of;" or a verb may be supplied and "as" will be a conjunctive adverb, thus: I heard as one half dead [hears].

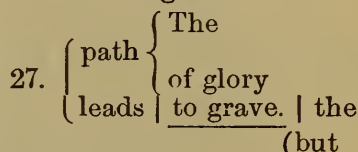
24. Dreaming, she knew it was a dream. 25. I have told what, and how true thou art.



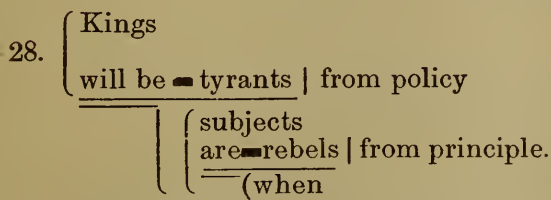
26. He thought only of his subject.



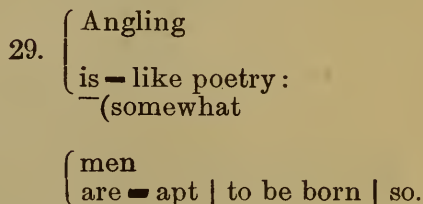
27. The path of glory leads but to the grave.



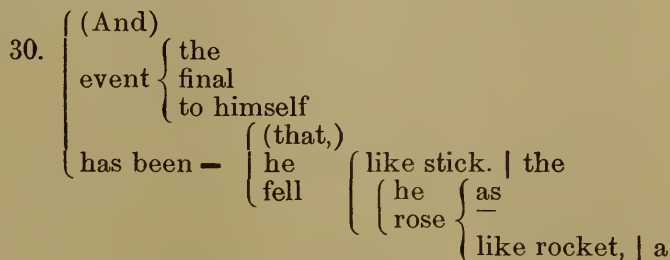
28. Kings will be tyrants from policy when subjects are rebels from principle.



29. Angling is somewhat like poetry: men are apt to be born so.—Walton.

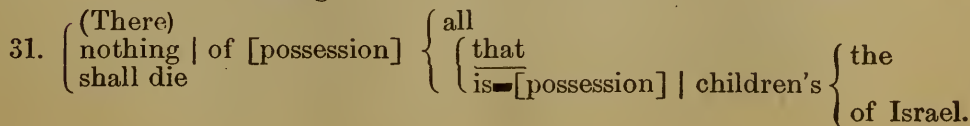


30. And the final event to himself has been that, as he rose like a rocket, he fell like the stick.—Paine.



30. The complex subordinate sentence is the attribute of the principal sentence.

31. There shall nothing die of all that is the children's of Israel.



SENTENCES FROM HARVEY'S GRAMMAR, PAGE 223. (REV. ED., p. 229.)

32. We have just come from Brown and Starr's.

32. $\left\{ \begin{array}{l} \text{We} \\ \text{have come} \end{array} \right\} \left\{ \begin{array}{l} \text{just} \\ \text{from [establishment]} \end{array} \right\} \left\{ \begin{array}{l} \text{Brown['s]} \\ \text{(and)} \\ \text{Starr's.} \end{array} \right.$

33. Three times seven are twenty-one.

33¹ $\left\{ \begin{array}{l} \text{times} \left\{ \begin{array}{l} \text{Three} \\ \text{[of] seven} \end{array} \right. \\ \text{are = twenty-one.} \end{array} \right.$ 33² $\left\{ \begin{array}{l} \text{times} \left\{ \begin{array}{l} \text{Three} \\ \text{[of] [units] | seven} \end{array} \right. \\ \text{are = [units] | twenty-one.} \end{array} \right.$

33³ $\left\{ \begin{array}{l} \text{seven | [taken] | [to] times | Three} \\ \text{are = twenty-one.} \end{array} \right.$

33⁴ $\left\{ \begin{array}{l} \text{[units] } \left\{ \begin{array}{l} \text{seven} \\ \text{[taken] | [to number of] times | Three} \end{array} \right. \\ \text{are = [units] | twenty-one.} \end{array} \right.$

34. I paid thirty-seven and a half cents for butter this morning.

34¹ $\left\{ \begin{array}{l} \text{I} \\ \text{paid} \left\{ \begin{array}{l} \text{cents | thirty-seven and a half} \\ \text{for butter} \\ \text{[on] morning. | this} \end{array} \right. \end{array} \right.$

34² $\left\{ \begin{array}{l} \text{I} \\ \text{paid} \left\{ \begin{array}{l} \text{cents | thirty-seven} \\ \text{and} \\ \text{half } \left\{ \begin{array}{l} \text{a} \\ \text{[of cent] | [a]} \end{array} \right. \\ \text{for butter} \\ \text{[on] morning. | this} \end{array} \right. \end{array} \right.$

35. Wheat is two dollars a bushel.

35¹ $\left\{ \begin{array}{l} \text{Wheat} \\ \text{is [priced]} \left\{ \begin{array}{l} \text{[at] dollars | two} \\ \text{[for] bushel. | a} \end{array} \right. \end{array} \right.$

35² $\left\{ \begin{array}{l} \text{Wheat} \\ \text{is = [worth]} \left\{ \begin{array}{l} \text{[to value of] dollars | two} \\ \text{[for] bushel. | a} \end{array} \right. \end{array} \right.$

36. That hill is four miles off.

36 $\left\{ \begin{array}{l} \text{hill | That} \\ \text{is = off. | [to distance of] miles | four} \end{array} \right.$

37. He ran the train at the rate of forty miles an hour.

37¹ $\left\{ \begin{array}{l} \text{He} \\ \text{ran} \left\{ \begin{array}{l} \text{train | the} \\ \text{at rate } \left\{ \begin{array}{l} \text{the} \\ \text{of miles | forty | [in] hour. | an} \end{array} \right. \end{array} \right. \end{array} \right.$

37² { He { train | the
 { ran { at rate { the
 { [in] hour. | an
 { of miles | forty

38. The more I see of him the better I like him.

38 { I { him
 { like { better | the
 { { I
 { { see { [things] { more | The
 { { [as] { of him.

38. "*The,*" before "*better*" and "*more,*" seems to be an intensive adverb.

39. Let your communication be yea, yea, and nay, nay.

39. { [you]
Let { [to] be — yea, yea,
(and)
[to be] — nay, nay. | | | communications | your

40. As far as the east is from the west, so far hath He removed our transgressions from us.

40. { He
hath removed } { transgressions | our
from us.
far | so
east | the
is — far { As
— (as from west, | the

41. Therefore, if thine enemy hunger, feed him; if he thirst, give him drink:
for in so doing, thou shalt heap coals of fire on his head.

41. { { (Therefore,) }
[thou] { him; }
feed { (if) }
{ enemy | thine }
{ hunger, } { (for) }
{ [and] } { thou }
{ [thou] { [to] him }
{ drink : }
give { (if) }
{ he }
{ thirst, } { shalt heap } { in doing, | so }
{ } { } { coals | of fire }
{ } { } { on head. | his }

41. It is not uncommon that the antecedent of a pronoun comes in the subordinate sentence, while the pronoun is in the principal sentence. This is nearly always true when the subordinate sentence is placed first.

42. It is good for us to be here.

42. $\left\{ \begin{array}{l} \text{(It) (for)} \\ \text{to be} \text{ — here.} \\ \text{— (} \text{us} \\ \text{is} \text{ — good} \end{array} \right.$

42. "It" is an expletive introducing the sentence. "For" is an expletive introducing the infinitive with its objective subject. "Here" is a predicate adjective, limiting the subject "us." "Us" is a subjective element, as shown in the diagram.

43. Consider the lilies of the field, how they grow; they toil not, neither do they spin.

(1.) $\left\{ \begin{array}{l} \text{[thou]} \\ \text{Consider} \left\{ \begin{array}{l} \text{lilies} \left\{ \begin{array}{l} \text{the} \\ \text{of field, | the} \end{array} \right. \\ \text{(they} \\ \text{grow; | how.} \end{array} \right. \end{array} \right.$

(2.) $\left\{ \begin{array}{l} \text{(they} \\ \text{toil | not,} \\ \text{(neither)} \\ \text{(they} \\ \text{do spin.} \end{array} \right.$

43. There are various opinions concerning the first part of this sentence. Some claim that there is pleonasm in it, and that it should read "Consider how the lilies of the field grow." It appears more satisfactory to me, however, to dispose of "lilies" as objective, and "how they grow" as adverbial. "Consider the lilies of the field as to the manner in which they grow."

44. A little one shall become a thousand, and a small one a mighty nation.

44. $\left\{ \begin{array}{l} \text{[person]} \left\{ \begin{array}{l} \text{A} \\ \text{little} \\ \text{one} \end{array} \right. \\ \text{shall become} \text{ — thousand, | a} \\ \text{(and)} \left\{ \begin{array}{l} \text{a} \\ \text{[person]} \left\{ \begin{array}{l} \text{small} \\ \text{shall become} \text{ — nation.} \end{array} \right. \left\{ \begin{array}{l} \text{a} \\ \text{strong} \end{array} \right. \end{array} \right.$

45. If I forget thee, O Jerusalem, let my right hand forget her cunning.

45. $\left\{ \begin{array}{l} \text{(O) (Jerusalem,)} \\ \text{[thou]} \\ \text{let} \left\{ \begin{array}{l} \text{[to] forget} \left\{ \begin{array}{l} \text{hand} \left\{ \begin{array}{l} \text{my} \\ \text{right} \end{array} \right. \\ \text{(If)} \\ \text{I} \\ \text{forget | thee,} \end{array} \right. \end{array} \right. \end{array} \right.$

46. Hitherto shalt thou come, but no further.

46. $\left\{ \begin{array}{l} \text{thou} \\ \text{shalt come, | Hitherto} \\ \text{(but)} \\ \text{[thou]} \\ \text{[shalt come] | further. | no} \end{array} \right.$

47. Yet man is born unto trouble, as the sparks fly upward.

47. $\left\{ \begin{array}{l} \text{(Yet)} \\ \text{man} \left\{ \begin{array}{l} \text{unto trouble,} \\ \text{sparks | the} \\ \text{is born} \left\{ \begin{array}{l} \text{fly} \left\{ \begin{array}{l} \text{as} \\ \text{upward.} \end{array} \right. \end{array} \right. \end{array} \right.$

48. One fault he has; I know but only one.

(1.) $\left\{ \begin{array}{l} \text{he} \\ \text{has; | fault | One} \end{array} \right.$
48. $\left\{ \begin{array}{l} \text{I} \\ \text{know | [fault] | one.} \end{array} \right. \left\{ \begin{array}{l} \text{but} \\ \text{only} \end{array} \right.$

49. "Madam," said I emphatically, "you are in an error."

49. $\left\{ \begin{array}{l} \text{I} \\ \text{said} \left\{ \begin{array}{l} \text{emphatically,} \\ \text{("Madam,").} \\ \text{"you} \\ \text{are — in error."} \end{array} \right. \end{array} \right.$

50. In this case, it will vanish by degrees.
50. $\left\{ \begin{array}{l} \text{it} \\ \text{will vanish} \end{array} \right\} \left\{ \begin{array}{l} \text{In case, | this} \\ \text{by degrees.} \end{array} \right.$
51. To be a foreigner, was always in England a reason of dislike.
51. $\left\{ \begin{array}{l} \text{To be = foreigner, | a} \\ \text{was = reason} \end{array} \right\} \left\{ \begin{array}{l} \text{a} \\ \text{of dislike.} \end{array} \right.$
 $\left\{ \begin{array}{l} \text{always} \\ \text{in England} \end{array} \right.$
52. How feeble were the attempts at planting towns, is evident from the nature of the tenure by which the lands near the Saco were held.—*Bancroft.*
52. $\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{attempts} \left\{ \begin{array}{l} \text{the} \\ \text{at planting | towns,} \end{array} \right. \\ \text{were = feeble | How} \end{array} \right. \\ \text{is = evident | from nature} \left\{ \begin{array}{l} \text{the} \\ \text{of tenure} \end{array} \right. \left\{ \begin{array}{l} \text{the} \\ \text{lands} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{near Saco | the} \\ \text{were held. | by which} \end{array} \right. \end{array} \right.$
53. This is—what shall we call it?
- (1.) $\left\{ \begin{array}{l} \text{[thing] | This} \\ \text{is —} \end{array} \right.$
53. This sentence is broken and incomplete, as shown by the dash after "is."
- (2.) $\left\{ \begin{array}{l} \text{we} \\ \text{shall call} \end{array} \right\} \left\{ \begin{array}{l} \text{it?} \\ \text{[by] what} \end{array} \right.$
54. It is he, even he.
- (1.) $\left\{ \begin{array}{l} \text{It} \\ \text{is = he,} \end{array} \right.$
54. $\left\{ \begin{array}{l} \text{[it]} \\ \text{is = he.} \\ \text{—(even} \end{array} \right.$
55. He was not even invited to be present.
55. $\left\{ \begin{array}{l} \text{He} \\ \text{was invited} \end{array} \right\} \left\{ \begin{array}{l} \text{not} \\ \text{even} \\ \text{to be = present.} \end{array} \right.$
56. Are you fond of skating?—Somewhat.
- (1.) $\left\{ \begin{array}{l} \text{you} \\ \text{Are = fond | of skating?} \end{array} \right.$
56. $\left\{ \begin{array}{l} \text{[I]} \\ \text{[am] = [fond]} \end{array} \right\} \left\{ \begin{array}{l} \text{Somewhat.} \\ \text{[of skating]} \end{array} \right.$
57. Is your health good now?—Rather so.
- (1.) $\left\{ \begin{array}{l} \text{health | your} \\ \text{Is = good,} \\ \text{—(now?} \end{array} \right.$
57. $\left\{ \begin{array}{l} \text{[It]} \\ \text{[is] = so. | Rather} \end{array} \right.$
58. The garret was filled with broken chairs, cast-off garments, and what not.
58. $\left\{ \begin{array}{l} \text{garret | The} \\ \text{was filled} \end{array} \right\} \left\{ \begin{array}{l} \text{with chairs, | broken} \\ \text{([and])} \\ \text{[with] garments, | cast-off} \\ \text{(and)} \\ \text{[with] what not.} \end{array} \right.$

59. He gave me such a warm reception.

59. { He { [to] me
gave { reception. { such
a
warm

60. How long was it before the man came to?—About three-quarters of an hour.

(1.) { it | before { man | the
came | to? (2.) { [It]
[was] = three-quarters | of hour. | an
(about

61. How did he come by his property?

61. { he
did come { How
by property? | his

62. No quips, now, Pistol: indeed I am in the waist two yards about.

(Pistol:) (now,) (2.) { I
[you] { [to] us
[give] { quips, | No { am = in waist | the
[to] yards | two | about.

63. That's certain; I for my part knew the tailor that made the wings she flew withal.

(1.) { [thing] | That (2.) { I { for part | my
[is] = certain; { knew { tailor { the
[made] | wings { the *[which]
[she
[flew] | withal.*

64. He that will not when he may,
When he would, he shall have nay.

{ He | { that { not
will [do] { he
may, [do] | When

64. { he
shall have { nay.
he
would, [do] | When

64. The first line is independent by pleonasm; i. e., the base, "he," is absolute by pleonasm and the remainder limits it.

65. Then say not man's imperfect, Heaven in fault;
Say, rather, man's as perfect as he ought.—*Pope*.

(1.) { (Then)
[you]
say { not
{ ([that])
man
is = imperfect,
(Heaven | [being] = in fault;)

- (2). { [you]
 { Say, { rather,
 { ([that])
 { man
 { is = perfect { as
 { he
 { ought. { [to be = perfect]
 { as

65. "Heaven in fault" is an independent element, "Heaven" being absolute with "being," understood. The phrase expresses the cause of "is imperfect." The 2nd "as" is a conjunctive adverb.

66. For what is worth in any thing
 But so much money as 't will bring?—Butler.

66. { (For)
 { what | But money { much | so
 { it
 { will bring? | as
 { is = worth | in thing | any
 { as
 { ment of the 2nd class. "As is a rela-
 { tive pronoun, obj. of "will bring."

67. O, what a tangled web we weave,
 When first we practice to deceive.—Scott.

67. { (O,) { what
 { we { web { a
 { weave, { { tangled
 { { we { When
 { { practice { first
 { to deceive.

68. The swan on still St. Mary's lake,
 Float double, swan and shadow.—Wordsworth.

68. { The
 { swan { on lake, { still
 { Float = double,
 { [as] swan
 { (and)
 { [as] shadow.
 { St. Mary's
68. This sentence gives a great deal of trouble. Many a teacher has met with its difficulties. "Swan" is plural. "Float" is used here as an impure copula. "Double" is a predicate adjective, not an adverb. "Swan" and "shadow" are the object of the preposition "as," understood. "They being" might be supplied, and then "swan" and "shadow" would be in the predicate with the participle "being."

69. In the hexameter rises the fountain's silvery column,
 In the pentameter aye falling in melody back.—Coleridge.

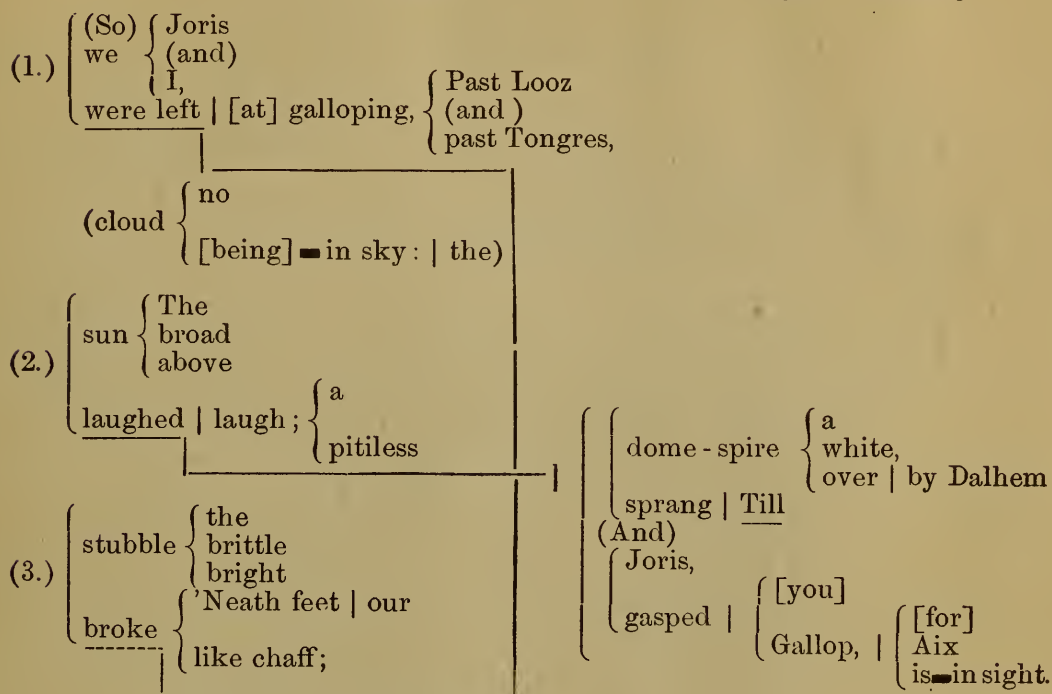
69. { fountain's | the
 { column, { silvery { In pentameter | the
 { falling { aye
 { back.
 { in melody
 { rises | In hexameter | the

70. Here lies what once was Matthew Prior;
 The son of Adam and Eve:
 Can Bourbon or Nassau claim higher?—Matt. Prior.

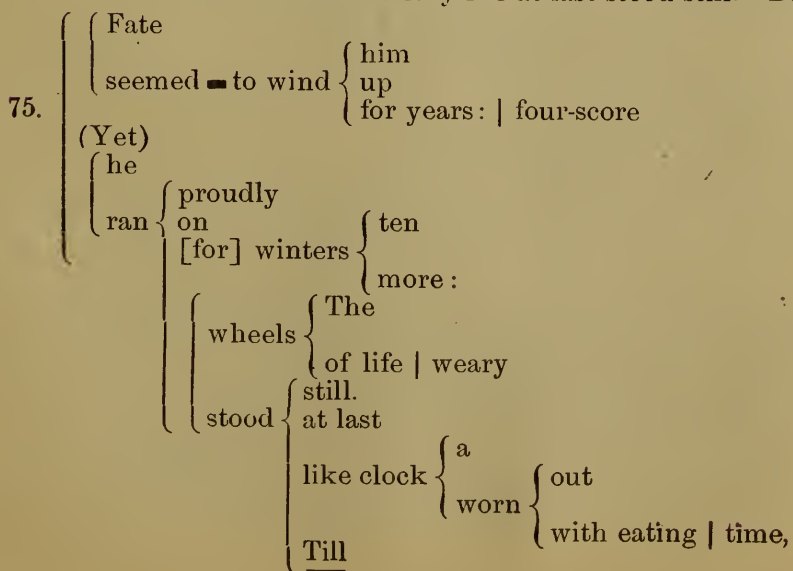
- (1). { thing { the
 { { Matthew Prior; | son { The
 { was = which
 { (once) { of Adam
 { lies | Here { and
 { [of] Eve:

- (2). { Bourbon
(or)
Nassau
Can claim | [lineage] | higher?
71. "Moreover, it is written that my race
Hewed Ammon, hip and thigh, from Aroer
On Arnon unto Minnith." Here her face
Glowed as I looked at her.—*Tennyson*.
71. (1). { (Moreover,) (it)
(that)
race | my
Hewed { Ammon, { hip
(and)
thigh,
from Aroer | on Arnon
unto Minnith.
is written
- (2) { face | her
Glowed { Here
{ I
looked { as
at her.
71. "Hip" and "thigh" are in apposition with Ammon. It is a part in apposition with the whole.
72. I can not tell what you and other men
Think of this life; but for my single self,
I had as lief not be as live to be
In awe of such a thing as I myself.—*Shakspeare*.
72. { (I
can tell { not { the
thing { { you
and
men | other
Think { which
of life; | this
(but)
I | [speaking] | for self, { my
single
had be { not
lief | as { as
[I]
[would] live { to be — In awe | of thing { such
a
{ I | myself.
[am] — as
72. "For my single self" modifies some word understood as "speaking" or "deciding." "Had be" is equivalent to "would be." "Lief" is an adverb modifying "had be." "As" is a rel. pron., nom., in the predicate after "am," referring to "I."
73. Think for thyself—one good idea,
But known to be thine own,
Is better than a thousand gleaned
From fields by others sown.—*Wilson*.
73. { [thou] { for thyself—
Think { { ([for]) { one
idea { good { but
known { to be — [idea] { thine
own,
is — better | { (than) { a
[ideas] { thousand
[are — good] { gleaned | from fields | sown. | by*
*[person]s | other

74. So we were left galloping, Joris and I,
 Past Looz and past Tongres, no cloud in the sky :
 The broad sun above laughed a pitiless laugh ;
 'Neath our feet broke the brittle bright stubble life chaff ;
 Till over by Dalhem a dome-spire sprang white,
 And " Gallop," gasped Joris, " for Aix is in sight.—*Browning.*

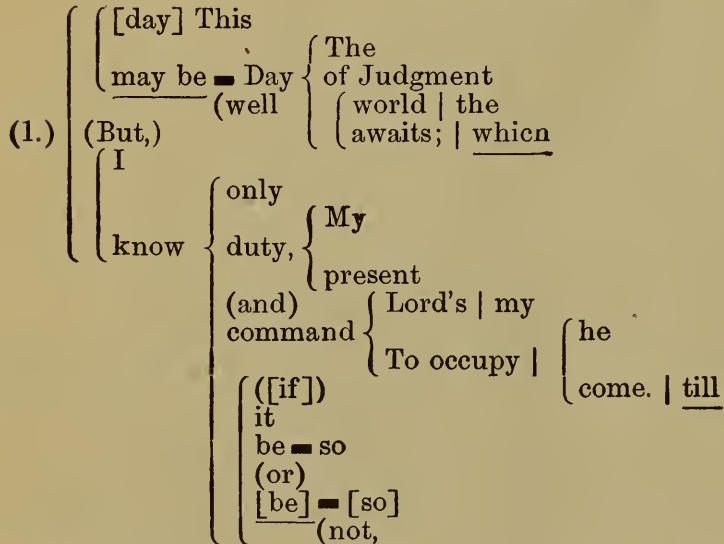


75. Fate seemed to wind him up for four-score years :
 Yet proudly ran he on ten winters more :
 Till like a clock worn out with eating time,
 The wheels of weary life at last stood still.—*Dryden.*

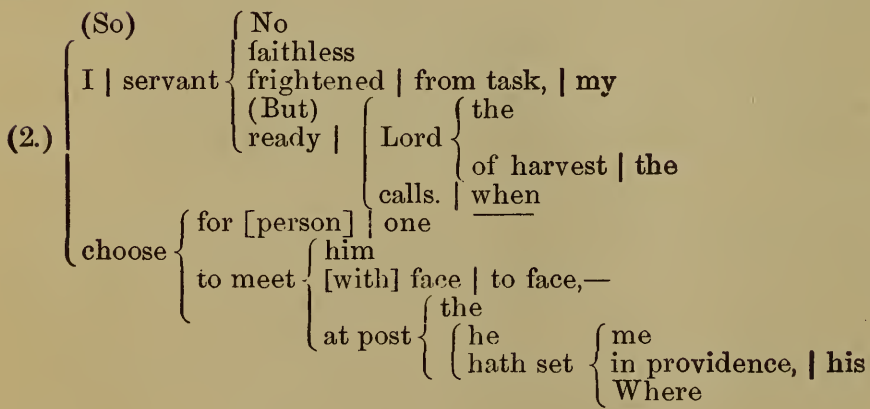


76.

This well may be
 The Day of Judgment which the world awaits;
 But, be it so or not, I only know
 My present duty, and my Lord's command
 To occupy till he come. So at the post
 Where he hath set me in his providence,
 I choose for one to meet him face to face,—
 No faithless servant frightened from my task,
 But ready when the Lord of the harvest calls.— *Whittier.*



76.



A SENTENCE FROM HARVEY'S GRAMMAR, PAGE 254.

1.

Many are poets who have never penned
 Their inspirations, and, perchance, the best.
 They felt, and loved, and died, but would not lend
 Their thoughts to meaner beings; they compressed
 The God within them, and rejoined the stars

Unlaurel'd upon earth, but far more bless'd
 Than those who are degraded by the jars
 Of passion, and their frailties linked to fame,
 Conquerors of high renown, and full of scars.—*Byron.*

- (1.) $\left\{ \begin{array}{l} \text{[persons]} \left\{ \begin{array}{l} \text{Many} \\ \text{who} \\ \text{have penned} \end{array} \right\} \left\{ \begin{array}{l} \text{never} \\ \text{inspirations, | Their} \end{array} \right\} \\ \text{are} = \text{poets} \\ \text{and,} \\ \text{[are]} = \text{[poets]} \left\{ \begin{array}{l} \text{the} \\ \text{best.} \end{array} \right\} \\ \text{(perchance,} \end{array} \right.$
- (2.) $\left\{ \begin{array}{l} \text{They} \\ \text{felt,} \\ \text{(and)} \\ \text{loved,} \\ \text{(and)} \\ \text{died,} \\ \text{(but)} \\ \text{would lend} \end{array} \right\} \left\{ \begin{array}{l} \text{not} \\ \text{thoughts | Their} \\ \text{to beings; | meaner} \end{array} \right.$
- (3.) $\left\{ \begin{array}{l} \text{they} \left\{ \begin{array}{l} \text{Unlaureled | upon earth,} \\ \text{(but)} \\ \text{blessed | more} \end{array} \right\} \left\{ \begin{array}{l} \text{far} \\ \text{*} \end{array} \right\} \\ \text{compressed | God} \left\{ \begin{array}{l} \text{The} \\ \text{within them,} \end{array} \right\} \\ \text{(and)} \\ \text{rejoined | stars | the} \\ \text{*} \left\{ \begin{array}{l} \text{(Than)} \\ \text{[persons]} \end{array} \right\} \left\{ \begin{array}{l} \text{those} \\ \text{who} \\ \text{are degraded | by jars} \left\{ \begin{array}{l} \text{the} \\ \text{Of passion,} \\ \text{of renown, | high} \end{array} \right\} \\ \text{(and)} \\ \text{[are]} = \text{Conquerors} \left\{ \begin{array}{l} \text{(but)} \\ \text{full | of scars.} \end{array} \right\} \\ \text{(frailties} \left\{ \begin{array}{l} \text{their} \\ \text{[being] linked | to fame.)} \end{array} \right\} \\ \text{[are blessed]} \end{array} \right.$

(1.) "*Perchance*" is a modal adverb, modifying "*are*," understood.

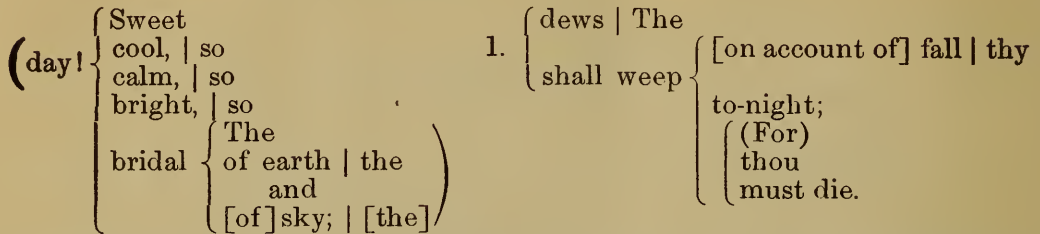
(2.) This is a partial compound sentence, the predicate of which contains four co-ordinate members.

(3.) "*Unlaureled*," etc., is an adjective element, limiting "*they*." "*Than those who are degraded*," etc., limits "*more*," and is an adverbial element, or it may be said to limit "*more blessed*." The latter is really the preferable view.

"*Frailties*" is nom., absol. with the participle "*[being] linked*." The latter part of this sentence means that *while their frailties are linked to fame they are conquerors of high renown but full of scars.*

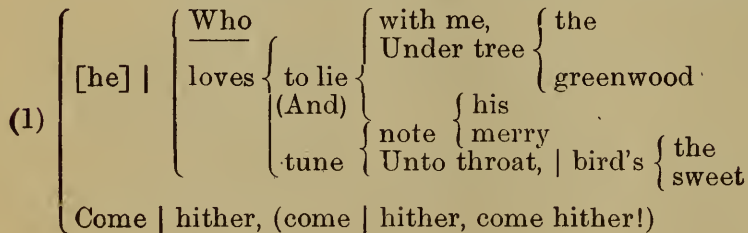
SENTENCES FROM HARVEY'S GRAMMAR, pp. 262-3-4. (REV. ED., pp. 263-4.)

1. Sweet day! so cool, so calm, so bright,
The bridal of the earth and sky;
The dews shall weep thy fall to-night;
For thou must die.—*Herbert.*

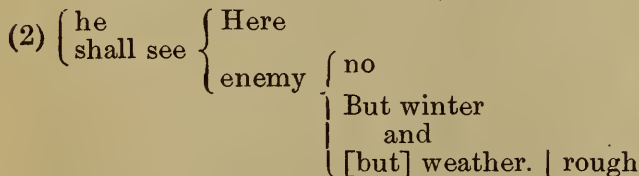


1. The first two lines of this sentence constitute an independent element. "*Day*" is the base, absolute by address rather than exclamation, as is shown by the person of the pronouns, "*thy*" and "*thou*," in 3rd and 4th lines. However, some would say that the first is exclamation and the speaker changed to address afterward. "*To-night*" may be considered an adverb or a noun. The former seems to be preferred. "*Fall*" is either the object of "*shall weep*," or of the complex preposition "*on account of*," understood.

2. Under the greenwood tree
Who loves to lie with me,
And tune his merry note
Unto the sweet bird's throat,—
Come hither, come hither, come hither!
Here shall he see no enemy
But winter and rough weather.—*Shakspeare.*



2.



2. (1). We have here a good example of an imperative sentence with the subject in the 3rd person. The verb "*come*" is in the imperative mood, and its subject is "*he*," understood. That its subject is not "*you*" or "*thou*" is shown by "*loves*," and by "*he*" in the 6th line.

(2.) "*But winter*," etc., is an element of the second class. Some pupils erroneously suppose this to be a compound sentence, thus: Here shall he see no enemy, but [he shall see] winter and rough weather. The sentence means that the only enemies he shall see are winter and rough weather.

3. Nature, attend! join, every living soul,
 Beneath the spacious temple of the sky;
 In adoration join; and, ardent, raise
 One general song! To Him, ye vocal gales,
 Breathe soft, whose Spirit in your freshness breathes;
 Oh, talk of Him in solitary glooms,
 Where, o'er the rock, the scarcely waving pine
 Fills the brown shade with a religious awe.—*Thompson.*

- (1). { (Nature,)
 [thou]
 attend!
- (2). { (soul, { every
 living
 Beneath temple { the
 of sky; | the
 [thou]
 join,
- (3). { { [thou]
 join; | In adoration
 (and,
 [thou] | ardent,
 raise | song! { One
 general
- (4). { (gales { ye
 vocal)
 [ye]
 Breathe { soft,
 to Him, | { Spirit | whose
 breathes; }
 { in freshness your

3.

- (5). { (Oh,
 [ye]
 talk { of Him
 in glooms, { solitary
 { pine { the
 waving | scarcely
 o'er rock, | the
 shade { the
 brown
 Fills { with awe { a
 religious
 Where,

4. With fruitless labor, Clara bound
 And strove to stanch the gushing wound:
 The Monk, with unavailing cares,
 Exhausted all the church's prayers:
 Ever, he said, that, close and near,
 A lady's voice was in his ear,
 And that the priest he could not hear,
 For that she ever sung,
 "In the lost battle, borne down by the flying,
 Where mingles war's rattle with groans of the dying!"
 So the notes rung.—*Scott.*

- (1) { Clara
 bound } | [wound]: { [the]
 [gushing]
 (And) { With labor, | fruitless
 strove } | to stanch | wound: { the
 gushing

(2). { Monk, | The { with cares, | unavailing
Exhausted { prayers : { all
church's | the

4. (3). { he { (that,) { lady's | A
said, { voice { close
(and)
near,
was = in ear, | his
(Ever,
(And that)
he
could hear, { not
priest | the
(For that)
she { ever
sung, { [He] borne { In battle, { the lost
[is] { down { rattle | war's
by [persons] { the
flying, { mingles *

(4). { notes | the
rung. | so * { Where
with groans | of [persons] { the
dying!

5. Bird of the wilderness,
Blithesome and cumberless,
Sweet be thy matin o'er moorland and lea!
Emblem of happiness,
Blest is thy dwelling-place,—
Oh to abide in the desert with thee!—*Hogg.*

5. (1). { (Bird { of wilderness | the
Blithesome
(and)
cumberless,
thy
matin { o'er moorland
and
[o'er] lea!
be = Sweet

(3). { (Oh)
[I]
[long] | to abide { in desert | the
with thee!

(2). { (Emblem | of happiness,
dwelling-place, | thy
is Blest

6. Full many a gem of purest ray serene,
The dark, unfathomed caves of ocean bear;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.—*Gray.*

- (1). $\left\{ \begin{array}{l} \text{caves} \left\{ \begin{array}{l} \text{The} \\ \text{dark,} \\ \text{unfathomed} \\ \text{of ocean} \end{array} \right. \\ \text{bear; | gem} \left\{ \begin{array}{l} \text{many | Full} \\ \text{a} \\ \text{of ray} \left\{ \begin{array}{l} \text{purest} \\ \text{serene} \end{array} \right. \end{array} \right. \end{array} \right.$
6. (2). $\left\{ \begin{array}{l} \text{flower} \left\{ \begin{array}{l} \text{many | Full} \\ \text{a} \end{array} \right. \\ \text{is born | to blush = unseen,} \\ \text{(And)} \\ \text{waste} \left\{ \begin{array}{l} \text{sweetness | its} \\ \text{on air.} \left\{ \begin{array}{l} \text{the} \\ \text{desert} \end{array} \right. \end{array} \right. \end{array} \right.$
6. (1). "Many a" is also considered as a single adjective. Neither view is entirely satisfactory. "Many" and "a" are not properly, it seems to me, disposed of as a single adjective; nor does it seem proper that "many," alone, should modify a singular noun. However, we sometimes have the article "a" modifying a plural, as in the expression "*a few torn shrubs*." Now, why not say that the singular article, "a," modifies a plural noun as modified by "few," and that the plural adjective, "many," modifies the singular noun as modified by "a"?
7. We look before and after, and pine for what is not:
Our sincerest laughter with some pain is fraught;
Our sweetest songs are those which tell of saddest thought.—*Shelley*.
- (1). $\left\{ \begin{array}{l} \text{We} \left\{ \begin{array}{l} \text{before} \\ \text{(and)} \\ \text{after,} \end{array} \right. \\ \text{look} \\ \text{and} \\ \text{pine | for thing} \left\{ \begin{array}{l} \text{the} \\ \text{which} \\ \text{is | not:} \end{array} \right. \end{array} \right.$
- (2). $\left\{ \begin{array}{l} \text{laughter} \left\{ \begin{array}{l} \text{Our} \\ \text{sincerest} \end{array} \right. \\ \text{is fraught; | with pain | some} \end{array} \right.$
7. (3). $\left\{ \begin{array}{l} \text{songs} \left\{ \begin{array}{l} \text{Our} \\ \text{sweetest} \end{array} \right. \\ \text{are = [songs]} \left\{ \begin{array}{l} \text{those} \\ \text{which} \\ \text{tell | of thought. | saddest} \end{array} \right. \end{array} \right.$
8. And this is in the night; most glorious night!
Thou wert not sent for slumber! let me be
A sharer in thy fierce and far delight,
A portion of the tempest and of thee!
How the lit lake shines, a phosphoric sea,
And the big rain comes dancing to the earth!
And now again 't is black,—and now the glee
Of the loud hill shakes with its mountain mirth,
As if they did rejoice o'er a young earthquake's birth.—*Byron*.
- (1). $\left\{ \begin{array}{l} \text{(And)} \\ \text{[event] | this} \\ \text{is = in night; | the} \end{array} \right.$
- (2). $\left\{ \begin{array}{l} \text{(night! | glorious | most)} \\ \text{Thou} \left\{ \begin{array}{l} \text{not} \\ \text{wert sent} \left\{ \begin{array}{l} \text{for slumber!} \end{array} \right. \end{array} \right. \end{array} \right.$
- (3). $\left\{ \begin{array}{l} \text{[thou]} \\ \text{let} \left\{ \begin{array}{l} \text{[to] be = sharer} \left\{ \begin{array}{l} \text{A} \\ \text{in delight,} \left\{ \begin{array}{l} \text{thy} \\ \text{fierce} \\ \text{and} \\ \text{far} \end{array} \right. \end{array} \right. \\ \text{(and)} \text{ [me]} \end{array} \right. \\ \text{[to be] = portion} \left\{ \begin{array}{l} \text{A} \\ \text{of tempest | the} \\ \text{(and)} \\ \text{of thee!} \end{array} \right. \end{array} \right.$

8. $\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{lake} \left\{ \begin{array}{l} \text{the} \\ \text{lit} \\ \text{sea,} \end{array} \right\} \left\{ \begin{array}{l} \text{a} \\ \text{phosphoric} \end{array} \right\} \\ \text{shines,} \end{array} \right. \left| \begin{array}{l} \text{How} \\ \text{(And) } \left\{ \begin{array}{l} \text{the} \\ \text{big} \end{array} \right\} \\ \left\{ \begin{array}{l} \text{rain} \\ \text{comes} \end{array} \right\} \left\{ \begin{array}{l} \text{dancing} \\ \text{to earth!} \end{array} \right\} \left| \begin{array}{l} \text{the} \\ \text{(And)} \end{array} \right. \\ \left\{ \begin{array}{l} \text{it} \\ \text{is} \end{array} \right\} \text{— black,} \\ \left\{ \begin{array}{l} \text{now} \\ \text{again} \end{array} \right\} \\ \text{(And)} \\ \left\{ \begin{array}{l} \text{glee} \left\{ \begin{array}{l} \text{the} \\ \text{Of hill} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{loud} \end{array} \right\} \\ \left\{ \begin{array}{l} \text{shakes} \left\{ \begin{array}{l} \text{with mirth,} \\ \left\{ \begin{array}{l} \text{[they]} \\ \text{[would do]} \end{array} \right\} \end{array} \right\} \left\{ \begin{array}{l} \text{its} \\ \text{mountain} \end{array} \right\} \\ \left\{ \begin{array}{l} \text{As} \\ \text{(if)} \\ \text{they} \end{array} \right\} \left\{ \begin{array}{l} \text{did rejoice} \\ \text{ | o'er birth.} \end{array} \right\} \left| \begin{array}{l} \text{earthquake's*} \\ \text{* } \left\{ \begin{array}{l} \text{a} \\ \text{young} \end{array} \right\} \end{array} \right. \end{array} \right.$

9. Do you hear the children weeping, O my brothers!
 Ere the sorrow comes with years?
 They are leaning their young heads against their mothers,
 And *that* can not stop their tears.
 The young lambs are bleating in the meadows,
 The young birds are chirping in the nest,
 The young fawns are playing in the shadows,
 The young flowers are blooming from the west;
 But the young, young children, O my brothers!
 They are weeping bitterly!
 They are weeping in the play-time of the others,
 In the country of the free.—*Mrs. Browning.*

- (1). $\left\{ \begin{array}{l} \text{(O) (brothers! | my)} \\ \text{you} \\ \text{Do hear | [to be] weeping,} \end{array} \right\} \left\{ \begin{array}{l} \text{children | the} \\ \text{sorrow | the} \\ \text{comes } \left\{ \begin{array}{l} \text{Ere} \\ \text{with years?} \end{array} \right\} \end{array} \right.$
- (2). $\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{They} \\ \text{are leaning} \end{array} \right\} \left\{ \begin{array}{l} \text{heads} \\ \text{against mothers,} \end{array} \right\} \left\{ \begin{array}{l} \text{their} \\ \text{young} \end{array} \right\} \\ \text{(And)} \\ \left\{ \begin{array}{l} \text{[act] | that} \\ \text{can stop} \end{array} \right\} \left\{ \begin{array}{l} \text{not} \\ \text{tears.} \end{array} \right\} \left| \begin{array}{l} \text{their} \end{array} \right. \end{array} \right.$

9. { lambs { The
 { young
are bleating | in meadows, | the
[and]
birds { The
 { young
are chirping | in nest, | the
[and]
fawns { The
 { young
are playing | in shadows, | the
[and]
(3). { flowers { The
 { young
are blooming | from west; | the
(But)
 { the
(children, { young
 { young,
(O) (brothers! | my)
they
are weeping | bitterly!

- (4). { They { in play-time { the { the
 { are weeping { of [children] { other(s)
 { in country { the { the
 { of [people] { free.

9. (1.) "*Children*" is either objective, subject of the infinitive "[to be] weeping," as indicated in the diagram; or, objective by enallage for the possessive "*children's*." I prefer the former. The latter can be sustained. "*Ere*" is a conjunctive adverb, modifying "*comes*," and connecting the subordinate sentence to "[to be] weeping." "*Brothers*" is nominative absolute.

(2.) "*Mothers*" is misprinted in the old edition as a possessive.

(3.) "*Children*" is nom., absol. by pleonasm.

(4.) "*Others*" is an adjective, limiting some word understood. It has the sign of the plural, because it limits a plural noun, understood.

General Remark: This extract is taken from Mrs. Browning's "*Cry of the Children*." It has reference to the children of the miners in England. It is an exquisite poem, and the student will not regret giving it a careful reading."

10. Our bugles sang truce, for the night-cloud had lowered,
And the sentinel stars set their watch in the sky;
And thousands had sunk on the ground overpowered;
The weary to sleep, and the wounded to die.—*Campbell*.

- (1.) { bugles | Our
 { sang } truce,
 { (for)
 { night-cloud | the
 { had lowered,
 { (And)
 { stars { the
 { sentinel
 { [had] set { watch | their
 { in sky; | the
 { (And)
 { thousands | overpowered;
 { had sunk | on ground | the
- (2.) { [persons] { The
 { [had sunk] | to sleep,
 { (and)
 { [persons] { the
 { [had sunk] | to die.
(2.) The phrases "*the weary to sleep*" and "*the wounded to die*," seem to me very much like apposition. I should place them as explanatory of "*thousands*" if I could then give a satisfactory construction of the infinitives "*to sleep*" and "*to die*." But this can not be done.

11. Thou art!—directing, guiding all,—Thou art!
 Direct my understanding, then, to Thee;
 Control my spirit, guide my wandering heart;
 Though but an atom midst immensity,
 Still I am something fashioned by thy hand!
 I hold a middle rank 'twixt heaven and earth,
 On the last verge of mortal being stand,
 Close to the realms where angels have their birth,
 Just on the boundaries of the spirit land.—*Derzhaven*.

$$(1.) \left\{ \begin{array}{l} \text{Thou} \left\{ \begin{array}{l} \text{directing} \\ \text{([and])} \\ \text{guiding} \end{array} \right\} [\text{things}] \mid \text{all,—} \\ \text{art!—} \end{array} \right. \quad (3.) \left\{ \begin{array}{l} \text{(then,)} \\ [\text{Thou}] \\ \text{Direct} \left\{ \begin{array}{l} \text{understanding,} \mid \text{my} \\ \text{to Thee;} \end{array} \right. \end{array} \right.$$

$$(2.) \left\{ \begin{array}{l} \text{Thou} \\ \text{art!} \end{array} \right.$$

11.

$$(4.) \left\{ \begin{array}{l} [\text{Thou}] \\ \text{Control} \mid \text{spirit,} \mid \text{my} \\ \text{([and])} \\ \text{guide} \mid \text{heart;} \left\{ \begin{array}{l} \text{my} \\ \text{wandering} \end{array} \right. \end{array} \right.$$

$$(5.) \left\{ \begin{array}{l} \text{I} \\ \text{am} = \text{something} \mid \text{fashioned} \mid \text{by hand!} \mid \text{thy} \\ \text{Still} \\ \left\{ \begin{array}{l} \text{(Though)} \\ \text{I} \\ \text{[am]} = \text{atom} \left\{ \begin{array}{l} \text{an} \\ \text{(but} \left\{ \begin{array}{l} \text{midst immensity} \end{array} \right. \end{array} \right. \end{array} \right.$$

$$(6.) \left\{ \begin{array}{l} \text{I} \\ \text{hold} \left\{ \begin{array}{l} \text{rank} \left\{ \begin{array}{l} \text{a} \\ \text{middle} \\ \text{'twixt heaven} \end{array} \right. \\ \text{(and)} \\ \text{['twixt] earth,} \end{array} \right. \\ \text{stand,} \left\{ \begin{array}{l} \text{On verge} \left\{ \begin{array}{l} \text{the} \\ \text{last} \\ \text{of being} \mid \text{mortal} \end{array} \right. \\ \text{to realms} \left\{ \begin{array}{l} \text{the} \\ \text{(Close} \left\{ \begin{array}{l} \text{angels} \\ \text{have} \left\{ \begin{array}{l} \text{birth,} \mid \text{their} \\ \text{where} \end{array} \right. \end{array} \right. \\ \text{on boundaries} \left\{ \begin{array}{l} \text{the} \\ \text{(Just} \left\{ \begin{array}{l} \text{of land.} \left\{ \begin{array}{l} \text{the} \\ \text{spirit} \end{array} \right. \end{array} \right. \end{array} \right. \end{array} \right.$$

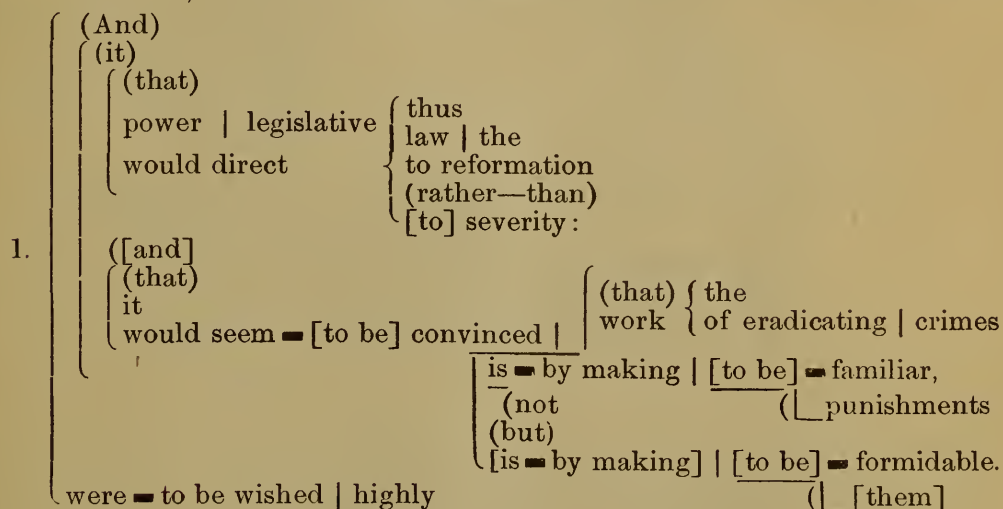
11. (1.) "Art" is used in the sense of "exist."

(2.) "Close" and "just" seem to me to throw their force on the prepositional phrases "to realms" and "on boundaries." Some other view might be equally satisfactory.

SENTENCES FROM HOLBROOK'S GRAMMAR, PAGE 46.

NOTE.—As the sentences from Harvey's Grammar explain all the difficult constructions of the English sentence, it has been thought advisable to diagram but a few of the most difficult sentences of Holbrook's Grammar. Any one who will carefully study the diagrams and analyses of the sentences given in this work, will have no difficulty with any English sentence.

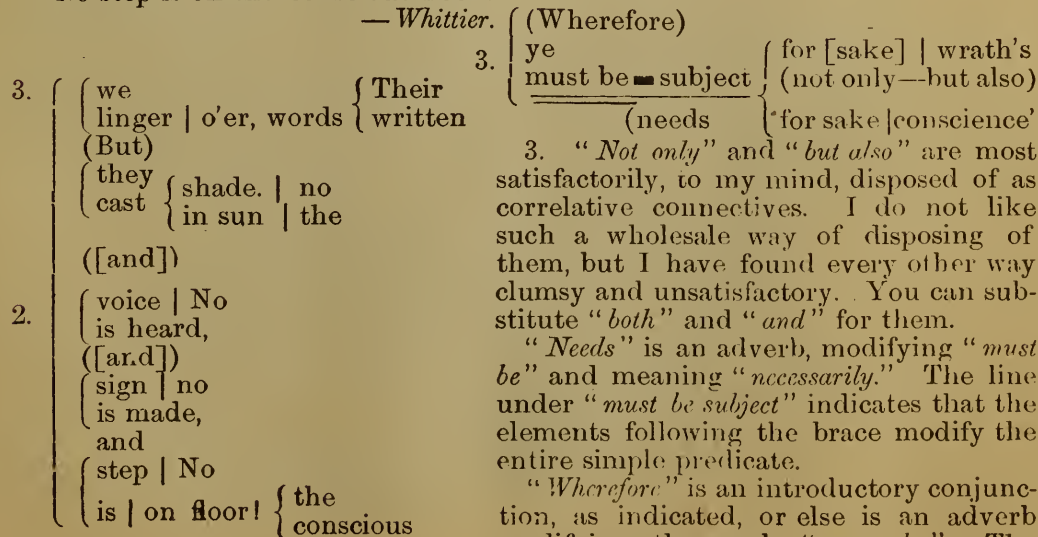
1. And it were highly to be wished that legislative power would thus direct the law rather to reformation than severity: that it would seem convinced that the work of eradicating crimes is not by making punishments familiar, but formidable.—*Goldsmith.*



1. "*It*" is an expletive introducing the compound subordinate sentence. Each "*that*" is an expletive, introducing a member of the compound sentence. "*Rather*" and "*than*" seem to be corresponding or correlative conjunctions. "[To be] convinced," etc., is the attribute of the second class, after the impure copula.

2. Their written words we linger o'er,
But in the sun they cast no shade.
No voice is heard, no sign is made,
No step is on the conscious floor!
3. Wherefore ye needs must be subject,
not only for wrath's, but also for
conscience' sake.—*Rom. xiii: 5.*

— *Whittier.*



3. "*Not only*" and "*but also*" are most satisfactorily, to my mind, disposed of as correlative connectives. I do not like such a wholesale way of disposing of them, but I have found every other way clumsy and unsatisfactory. You can substitute "*both*" and "*and*" for them.

"Needs" is an adverb, modifying "must be" and meaning "necessarily." The line under "*must be subject*" indicates that the elements following the brace modify the entire simple predicate.

"Wherefore" is an introductory conjunction, as indicated, or else is an adverb modifying the verb "must be." The former is preferable.

4. Day dawns upon the mountain's side;
 There, Scotland, lay thy bravest pride,
 Chiefs, knights, and nobles, many a one;
 The sad survivors all are gone.—*Scott*.

- (1.) { Day
 dawns | upon side; | mountain's | the
 (2.) { (Scotland) { thy
 [thou] { bravest
 lay pride, { Chiefs, } { many a }
 ([and]), { ([and]), } { one;
 knights, { ([and]) }
 nobles, }
 (3.) { survivors { The
 are gone. { sad
 all
4. (2) "Chiefs," "knights" and "nobles" are in apposition with "pride." "Person," understood, modified by "many a" and "one," is in apposition with "chiefs," "knights" and "nobles."
 (3). "All" is best considered an adjective, limiting "survivors." It often limits a word which it follows. Some would make it limit a word understood.

SENTENCES FROM HOLBROOK'S GRAMMAR, PAGE 47.

1. Him follow'd his next mate,
 Both glorying to have 'scap'd the Stygian flood
 As Gods, and by their own recover'd strength,
 Not by the sufferance of Supernal Power.—*Milton*.

1. { mate, { his
 { next
 followed | Him
 ([devils]) { Both
 glorying { to have 'scaped { the
 { flood { Stygian
 { As Gods,
 { (and)
 { by strength, { their
 { own
 { recovered
 { ([and])
 { [to have 'scaped] { not
 { by sufferance { the
 { of Power. | Supernal }

["*Devils*,"] (or whatever word is supplied), is nom., absol. with the participle "*glorying*." Hence all this sentence below the tie in the diagram, is a compl. independent element. "*Glorying*" has the construction of an adjective modifying the noun, which is supplied. "*As Gods*" is an element of the 2nd class. "*As*" is a preposition, showing the relation of "*Gods*" to "*to have escaped*."

2. O blest retirement, friend to life's decline,
 Retreat from care, that never must be mine,
 How blest is he who crowns in shades like these,
 A youth of labor with an age of ease.—*Goldsmith*.

- (O) (retirement, { blest
 { friend | to decline, | life's
 { Retreat { from care
 { that
 { must be — [retreat] | mine,
 { (never

2. $\left\{ \begin{array}{l} \text{he} \mid \left\{ \begin{array}{l} \text{who} \\ \text{crowns} \end{array} \right\} \left\{ \begin{array}{l} \text{in shades} \mid \text{like} [\text{shades}] \mid \text{these,} \\ \text{youth} \left\{ \begin{array}{l} \text{A} \\ \text{of labor} \end{array} \right\} \\ \text{with age} \left\{ \begin{array}{l} \text{an} \\ \text{of ease.} \end{array} \right\} \end{array} \right. \\ \text{is blest} \mid \text{How} \end{array} \right.$

2. The first part of this is an independent element. "*Friend*" and "*retreat*" are in apposition with "*retirement*." I have noticed that some pupils are inclined to refer the clause "*that never must be mine*," back to "*retirement*" instead of "*retreat*." Either disposition conveys the same sense. "*Like*" is a preposition, showing the relation of "*shades*" understood to "*shades*" expressed.

3. But wherefore let we then our faithful friends,
Th' associates and copartners of our loss,
Lie thus astonished on th' oblivious pool.—*Milton*.

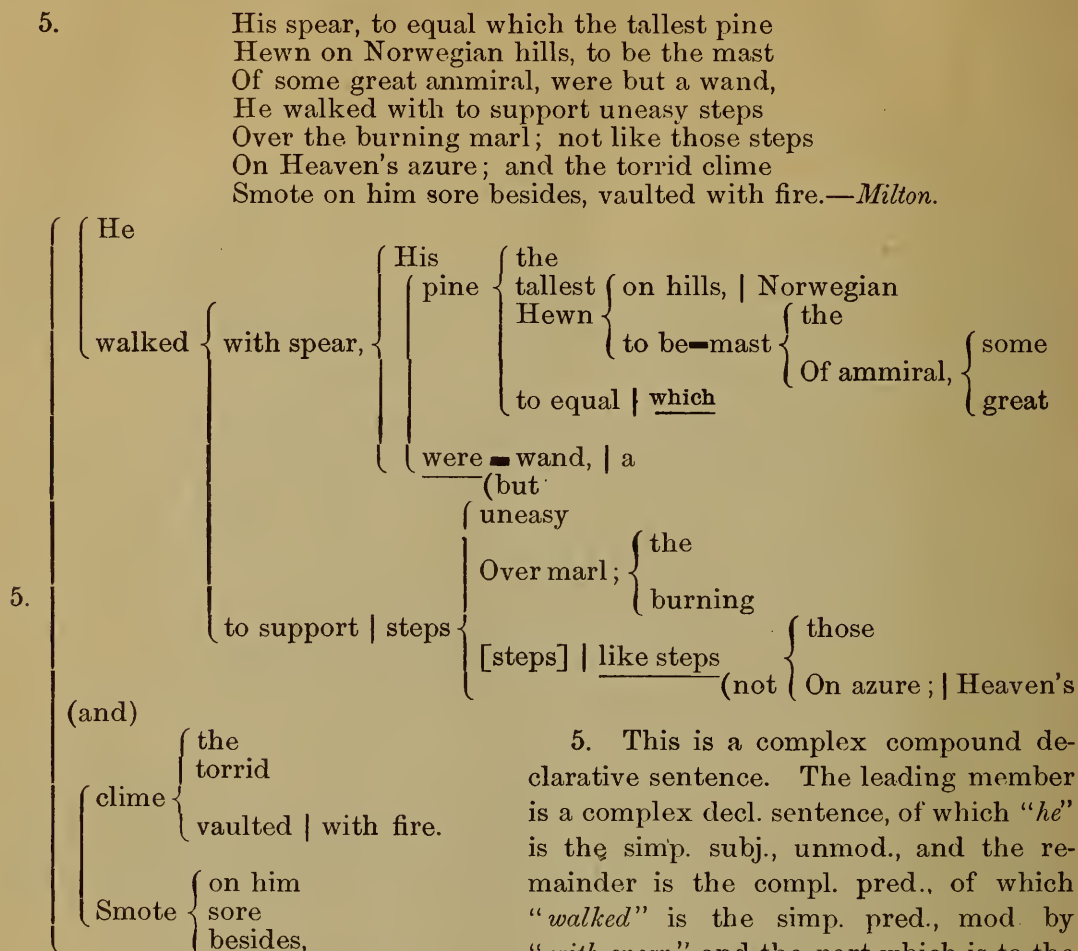
3. $\left\{ \begin{array}{l} \text{(But) (then)} \\ \text{we} \left\{ \begin{array}{l} \text{wherefore} \\ \text{[to] Lie} \end{array} \right\} \left\{ \begin{array}{l} \text{friends,} \\ \text{on pool.} \end{array} \right\} \left\{ \begin{array}{l} \text{our} \\ \text{faithful} \\ \text{associates} \\ \text{(and)} \\ \text{copartners} \\ \text{astonished} \end{array} \right\} \left\{ \begin{array}{l} \text{The} \\ \text{of loss,} \mid \text{our} \\ \text{thus} \end{array} \right\} \\ \text{the} \\ \text{oblivious} \end{array} \right.$

3. "*Wherefore*" is an adverb, modifying "*let*." "*Friends*" is the subject of the infinitive "*[to] lie*." "*Associates*" and "*copartners*" are in apposition with "*friends*." Another view of "*astonished*" is that it has the force of a predicate after the infinitive "*[to] lie*," referring to "*friends*."

4. Old friends! The writing of those words has borne
My fancy backward to the gracious past,
The generous past, when all was possible,
For all was then untried.—*Lowell*.

4. $\left\{ \begin{array}{l} \text{(friends!} \mid \text{Old)} \\ \text{writing} \left\{ \begin{array}{l} \text{The} \\ \text{of words} \mid \text{those} \end{array} \right\} \\ \text{has borne} \left\{ \begin{array}{l} \text{fancy} \mid \text{My} \\ \text{backward} \\ \text{to past,} \left\{ \begin{array}{l} \text{the} \\ \text{gracious} \\ \text{past,} \left\{ \begin{array}{l} \text{The} \\ \text{generous} \end{array} \right\} \end{array} \right. \\ \left\{ \begin{array}{l} \text{[success]} \mid \text{all} \\ \text{was} = \text{possible,} \mid \left\{ \begin{array}{l} \text{(For)} \\ \text{[experience]} \mid \text{all} \\ \text{was} = \text{untried.} \\ \text{—(then} \end{array} \right\} \end{array} \right. \end{array} \right.$

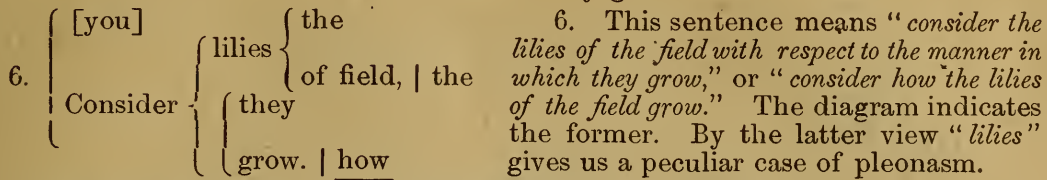
The second "*past*" is in apposition with the first one.



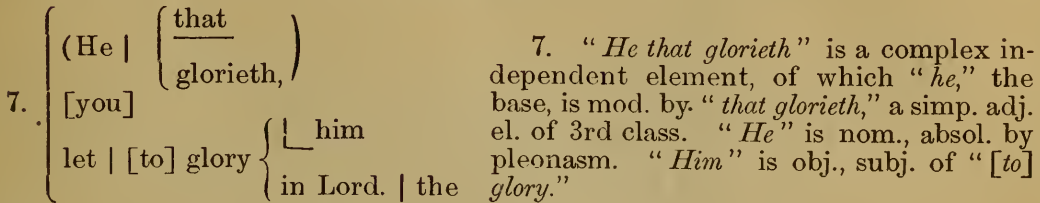
5. This is a complex compound declarative sentence. The leading member is a complex decl. sentence, of which "he" is the simp. subj., unmod., and the remainder is the compl. pred., of which "walked" is the simp. pred., mod. by "with spear," and the part which is to the

right of "spear" in the diagram, a complex adv. el. of the 2nd class, of which "with spear" is the base, of which "spear," the noun of the base, is mod. first by "his," a simp. adj. el. of the 1st class; secondly, by "the tallest pine * * * * were but a wand," a simp. adj. el. of the 3rd class; also, a simp. decl. subor. sent., of which "the tallest pine hewn on Norwegian hills, to be the mast of some great ammiral to equal which" is the compl. subj., of which "pine" is the simp. subj., mod. by "the" and "tallest," two simpl. adj. el. of the 1st class; also, by "hewn on Norwegian hills to be the mast of some great ammiral," a compl. adj. el. of the 1st class, of which "hewn" is the base, mod. first by "on Norwegian hills," a compl. adv. el. of the 2nd class, of which "hills," the noun of the base, is mod. by "Norwegian," a simp. adj. el. of the 1st class. "Hewn" is secondly mod. by "to be the mast of some great ammiral," a compl. adv. el. of the 2nd class, of which "to be mast" is the base, of which "mast" is mod. by "the" and "of some great ammiral." "Pine" is further mod. by "to equal which," a compl. adj. el. of the 2nd class, of which "to equal," the base, is mod. by "which," a simp. obj. el. of the 1st class. "Which" is also the connective of the subordinate sentence. Of this subor. sent. "were but a wand," is the compl. pred., of which "were wand" is the simp. pred., of which "were" is the copula, mod. by "but," a simp. adv. el. of the 1st class, and "wand" is the attribute, mod. by "a," a simp. adj. el. of the 1st class. The remainder of this sentence presents but few difficulties. "Steps" understood is in apposition with "steps" after "uneasy," "Not" mod. the phrase "like steps."

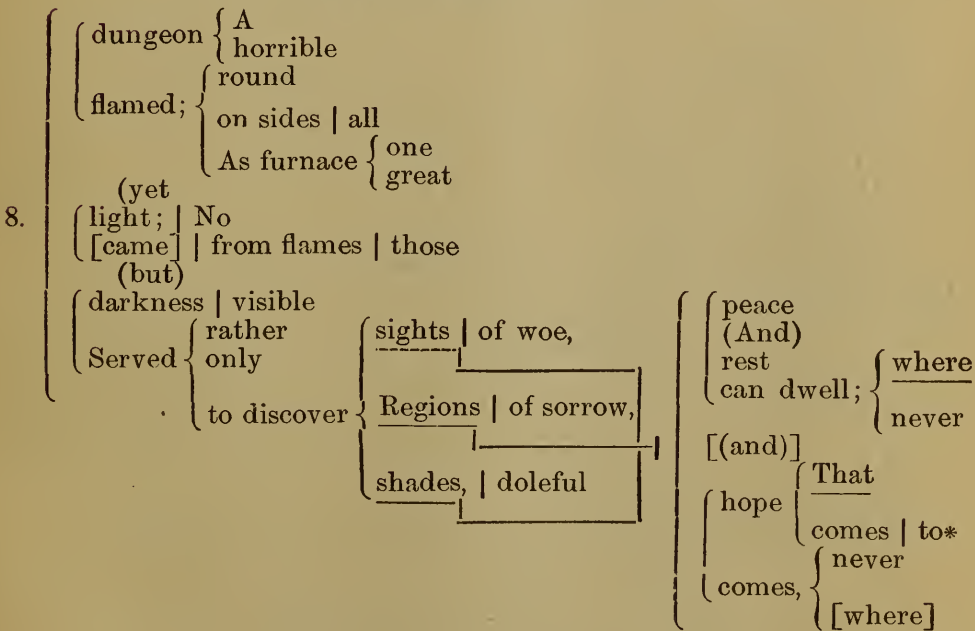
6. Consider the lilies of the field, how they grow.—*Matt. vi : 28.*



7. He that glorieth, let him glory in the Lord.—*2 Cor. 10 : 17.*



8. A dungeon horrible on all sides round,
As one great furnace flamed; yet from those flames
No light; but rather darkness visible
Served only to discover sights of woe,
Regions of sorrow, doleful shades, where peace
And rest can never dwell; hope never comes,
That comes to all.—*Milton.*

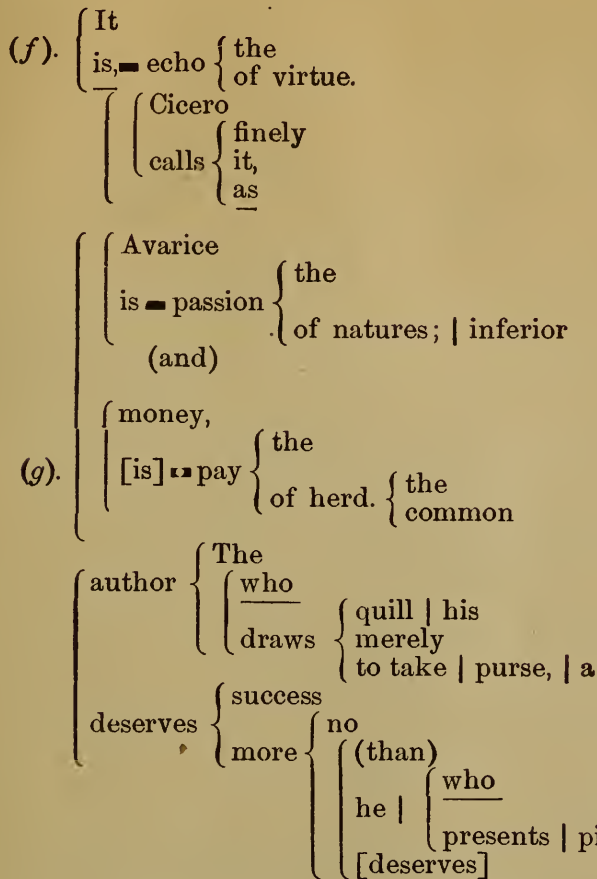


*[persons] | all.

9. What, then, are the proper encouragements of genius? I answer, subsistence and respect; for these are rewards congenial to its nature. Every animal has an aliment peculiarly suited to its constitution. The heavy ox seeks nourishment from earth; the light chameleon has been supposed to exist on air; a sparer diet even than this will satisfy the man of true genius, for he makes a luxurious banquet upon empty applause. It is this alone which has inspired all that ever was truly great and noble among us. It is, as Cicero finely calls it, the echo of virtue. Avarice is

the passion of inferior natures; money, the pay of the common herd.
The author who draws his quill merely to take a purse, no more deserves
-success than he who presents a pistol.—*Goldsmith*.

- (a). $\left\{ \begin{array}{l} \text{(then,)} \\ \text{What,} \\ \text{are — encouragements} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{proper} \\ \text{of genius?} \end{array} \right.$
- (b). $\left\{ \begin{array}{l} \text{I} \\ \text{answer, |} \end{array} \right\} \left\{ \begin{array}{l} \text{(that)} \\ \text{subsistence} \\ \text{(and)} \\ \text{respect;} \\ \text{[are — encouragements] | [proper]} \end{array} \right.$
 $\left(\left\{ \begin{array}{l} \text{(for)} \\ \text{[qualities] | these} \\ \text{are — rewards | congenial | to nature. | its} \end{array} \right\} \right.$
- (c). $\left\{ \begin{array}{l} \text{animal | Every} \\ \text{has | aliment} \end{array} \right\} \left\{ \begin{array}{l} \text{an} \\ \text{suited} \end{array} \right\} \left\{ \begin{array}{l} \text{peculiarly} \\ \text{to constitution. | its} \end{array} \right.$
9. $\left\{ \begin{array}{l} \text{The} \\ \text{ox} \left\{ \begin{array}{l} \text{heavy} \\ \text{nourishment} \end{array} \right. \\ \text{seeks} \left\{ \begin{array}{l} \text{from earth;} \\ \text{[(and)]} \end{array} \right. \\ \text{chameleon} \left\{ \begin{array}{l} \text{the} \\ \text{light} \end{array} \right. \\ \text{has been supposed | to exist | on air;} \\ \text{[(and)]} \end{array} \right.$
 $\left\{ \begin{array}{l} \text{even} \\ \text{diet} \left\{ \begin{array}{l} \text{a} \\ \text{sparer} \end{array} \right\} \left\{ \begin{array}{l} \text{(than)} \\ \text{[diet] | this} \\ \text{[is — spare]} \end{array} \right. \\ \text{will satisfy} \left\{ \begin{array}{l} \text{man} \left\{ \begin{array}{l} \text{the} \\ \text{of genius, | true} \end{array} \right. \\ \text{(for)} \\ \text{he} \left\{ \begin{array}{l} \text{banquet} \left\{ \begin{array}{l} \text{a} \\ \text{luxurious} \end{array} \right. \\ \text{makes} \left\{ \begin{array}{l} \text{upon applause. | empty} \end{array} \right. \end{array} \right. \end{array} \right.$
- (e). $\left\{ \begin{array}{l} \text{It |} \left\{ \begin{array}{l} \text{which} \\ \text{has inspired | [effort]} \end{array} \right\} \left\{ \begin{array}{l} \text{all} \\ \text{that} \\ \text{was — great} \\ \text{(and)} \\ \text{[was] — noble} \end{array} \right\} \left\{ \begin{array}{l} \text{truly} \\ \text{among us.} \end{array} \right. \\ \text{is — [thing]} \left\{ \begin{array}{l} \text{this} \\ \text{alone} \end{array} \right\} \left\{ \begin{array}{l} \text{ever} \end{array} \right. \end{array} \right.$



9. In (e) of this diagram notice how much “it” is like an expletive. Yet it can not be considered one, since the clause which it seems to represent is introduced by the relative “which.” A relative always subordinates a clause to the antecedent of the relative. Hence “*which has inspired*,” etc., can not be the logical subject of the verb “is.” It is difficult to decide what to supply after “*all*.” I have suggested “*effort*” as the best I could call to mind.

SENTENCES FROM HOLBROOK'S GRAMMAR, PAGE 48.

1. Within our beds awhile we heard
 The wind that round the gables roared,
 With now and then a ruder shock,
 Which made our very bedsteads rock.
 We heard the loosened clapboards tost,
 The board-nails snapping in the frost;
 And on us, through the unplastered wall,
 Felt the light sifted snow-flakes fall.— *Whittier*.

(a). { we
 heard { Within beds | our
 awhile { The
 wind { { that
 { roared, { round gables | the
 { With shock, { A
 { [made] { now
 { (and)
 { then
 { Which
 { made | [to] rock. | *

1.

* { bedsteads { our
very

(b). { We
 heard { [to be] tost, | { clapboards { the
 { ([and])
 { [to be] snapping { { board-nails | The
 { in frost; | the
 (And)
 Felt | [to] fall. { through wall, { the
 { unplastered
 { the
 { snow-flakes { light
 { sifted
 { on us,

2. And while he yet talked with them, behold, the messenger came down unto him, and he said, Behold, this evil is of the Lord; what should I wait for the Lord any longer?—2 *Kings vi*: 33.

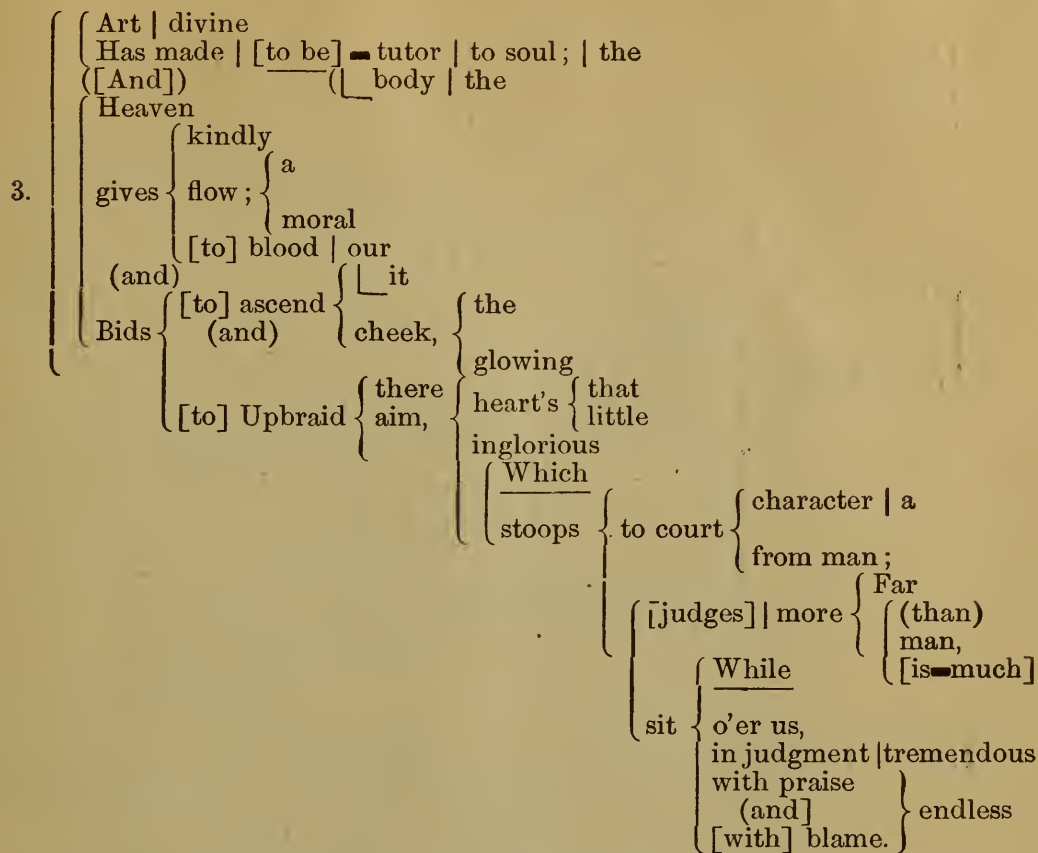
2. { (And) (behold,) messenger | the
 { down
 { unto him,
 { came { he
 { talked { yet
 { with them,
 { while
 (And)
 { he { (Behold,) evil | this
 { said; { is of Lord; | the
 { [(and)]
 { I
 { should wait { what
 { for Lord | the
 { longer? | any

3.

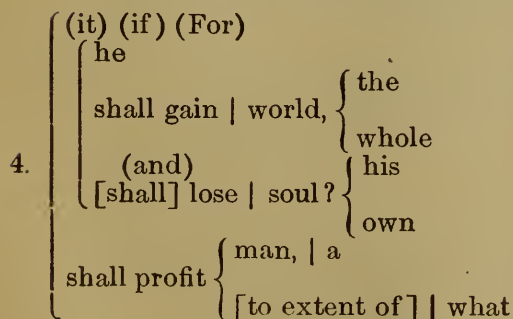
Art divine

Has made the body tutor to the soul;
 Heaven kindly gives our blood a moral flow;
 Bids it ascend the glowing cheek, and there
 Upbraid that little heart's inglorious aim,

Which stoops to court a character from man;
 While o'er us, in tremendous judgment sit
 Far more than man, with endless praise and blame.—*Young*.



4. For what shall it profit a man, if he shall gain the whole world, and lose his own soul?—*Mark viii : 37*.



5. Me thou thinkest not slow,
 Who since the morning hour set out from heav'n,
 Where God resides, and ere mid-day arrived
 In Eden, * * * * What if that light,
 Sent from her through the wide transpicious air,
 To the terrestrial moon, be as a star

Enlight'ning her by day, as she by night
 This earth ? reciprocal, if land be there,
 Field and inhabitants.—*Milton.*

5. $\left\{ \begin{array}{l} \text{thou} \\ \text{thinkest} \mid \text{[to be]} = \text{slow,} \mid \\ \quad \quad \quad \mid \text{Me} \\ \quad \quad \quad \mid \text{not} \end{array} \right\} \left\{ \begin{array}{l} \text{Who} \\ \text{set} \\ \text{(and)} \\ \text{arrived} \end{array} \right\} \left\{ \begin{array}{l} \text{out} \\ \text{from heaven,} \mid \\ \text{since morning} = \text{hour} \mid \text{the} \\ \text{ere mid-day} \\ \text{In Eden,} \end{array} \right\} \left\{ \begin{array}{l} \text{God} \\ \text{resides} \mid \text{Where} \end{array} \right\}$
- $\left\{ \begin{array}{l} \text{[you]} \\ \text{[would think]} \end{array} \right\} \left\{ \begin{array}{l} \text{What} \\ \text{(if)} \\ \text{light,} \end{array} \right\} \left\{ \begin{array}{l} \text{that} \\ \text{Sent} \end{array} \right\} \left\{ \begin{array}{l} \text{from her} \\ \text{through air,} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{wide} \\ \text{transpicious} \end{array} \right\}$
- $\left\{ \begin{array}{l} \text{to moon,} \\ \text{[should] be} = \text{as star} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{terrestrial} \end{array} \right\}$
- $\left\{ \begin{array}{l} \text{a} \\ \text{enlight'ning} \end{array} \right\} \left\{ \begin{array}{l} \text{her} \\ \text{by day,} \\ \text{she} \\ \text{[enlightens]}^* \end{array} \right\}$
- $\left(\text{[They]} \mid \text{[being]} = \text{reciprocal,} \right) \left\{ \begin{array}{l} \text{(if)} \\ \text{land} \\ \text{[and]} \\ \text{field} \\ \text{(and)} \\ \text{inhabitants.} \\ \text{be} = \text{there,} \end{array} \right\} \quad * \left\{ \begin{array}{l} \text{earth ?} \mid \text{this} \\ \text{by night} \\ \text{as} \\ \text{—} \end{array} \right\}$

6. Was it then too much
 For me to trespass on the brutal rights?—*Young.*

6. $\left\{ \begin{array}{l} \text{(it) (For) (then)} \\ \text{to trespass} \mid \text{on rights?} \\ \quad \quad \quad \mid \text{me} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{brutal} \end{array} \right\}$
- Was = [impropriety] | much | too

7. He comes with a careless "How d'ye do?"
 And seats himself in my elbow-chair :
 And my morning paper and pamphlet new
 Fall forthwith under his special care,
 And he wipes his glasses and clears his throat,
 And, button by button, unfolds his coat.—*Whittier.*

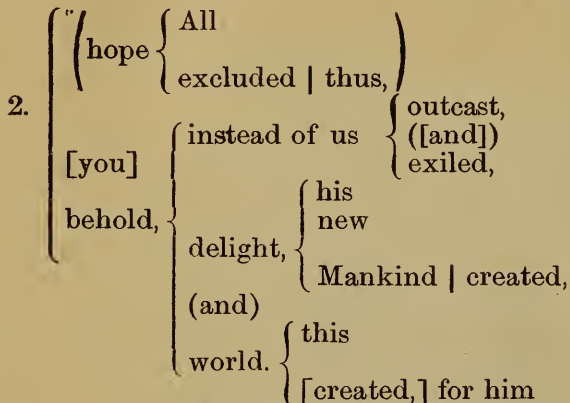
7. { He
comes | with "How d'ye do?" } { a
careless
(And)
seats { himself
in elbow-chair: | my
(And)
paper } | morning
(and) } my
pamphlet } | new
Fall { forthwith
under care, { his
(And) } special
he
wipes | glasses | his
(and)
clears | throat, | his
(And,)
unfolds { coat. | his
[with] button | by button,
8. Me miserable! which way shall I fly
Infinite wrath and infinite despair?—*Milton.*
8. { (Me | miserable!)
I { [in] way | which
shall fly { [from] wrath | Infinite
(and)
[from] despair? | infinite

SENTENCES FROM HOLBROOK'S GRAMMAR, PAGE 49.

1. Ah me, they little know
How dearly I abide that boast so vain,
Under what torments inwardly I groan,
While they adorn me on the throne of Hell!—*Id.*
1. { (Ah) (me,)
they { little
know { { (I { dearly | How
abide { boast { that
([and]) { vain, | so
(I { Under torments | what
groan, { inwardly
they
adorn { me
on throne { the
While { of Hell!

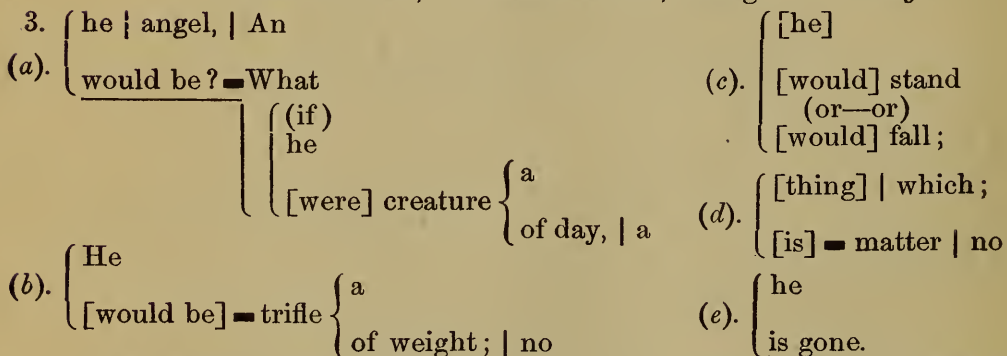
1. I have found a number of pupils who supposed "*that*" in this sentence to be a relative, and the subject of "*boast*." It is evidently an adjective limiting the noun "*boast*." "*What*" is an interrogative pronominal adjective, limiting "*torments*."

2. All hope excluded thus, behold, instead
Of us outcast, exiled, his new delight,
Mankind created, and for him this world.—*Id.*



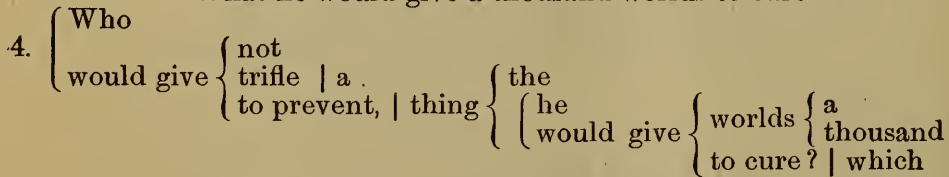
2. "*Hope*" is absol. with the part. "*excluded*." "*Mankind*" is in apposition with "*delight*."

3. An angel, if a creature of a day,
What would he be? a trifle of no weight;
Or stand or fall; no matter which; he's gone.—*Young.*

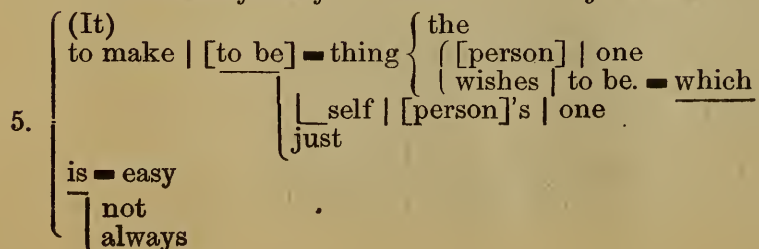


3. If this sentence were differently punctuated, the diagram could be made much more satisfactory.

4. Who would not give a trifle to prevent,
What he would give a thousand worlds to cure?—*Id.*



5. It is not always easy to make one's self just what one wishes to be.



6. What, then, is unbelief? 'T is an exploit;
A strenuous enterprise; to gain it, man
Must burst through every bar of common sense,
Of common shame, magnanimously wrong.
And what rewards the sturdy combatant?
His prize, repentance; infamy, his crown.—*Young.*

(a). $\left\{ \begin{array}{l} \text{(then)} \\ \text{What} \\ \text{is} \text{ — } \text{unbelief?} \end{array} \right.$

(b). $\left\{ \begin{array}{l} \text{It} \\ \text{is} \text{ — } \text{exploit; | an} \\ \text{[(and)]} \\ \text{[is] — enterprise; } \left\{ \begin{array}{l} \text{A} \\ \text{strenuous} \end{array} \right. \end{array} \right.$

- (c). $\left\{ \begin{array}{l} \text{man | wrong, | magnanimously} \\ \text{Must burst } \left\{ \begin{array}{l} \text{to gain | it,} \\ \text{through bar } \left\{ \begin{array}{l} \text{every} \\ \text{of sense, | common} \\ \text{[(and)]} \\ \text{Of shame, | common} \end{array} \right. \end{array} \right. \end{array} \right.$

6.

(d). $\left\{ \begin{array}{l} \text{(And)} \\ \text{what} \\ \text{rewards | combatant? } \left\{ \begin{array}{l} \text{the} \\ \text{sturdy} \end{array} \right. \end{array} \right.$

(e). $\left\{ \begin{array}{l} \text{prize, } \left\{ \begin{array}{l} \text{His} \\ \text{repentance,} \end{array} \right. \\ \text{[(and)]} \\ \text{crown. } \left\{ \begin{array}{l} \text{his} \\ \text{infamy,} \\ \text{[reward] | [him]} \end{array} \right. \end{array} \right.$

7.

“Chieftains, forego!

I hold him first who strikes my foe.
Madman, forbear your frantic jar!
What! is the Douglas fallen so far,
His daughter's hand is deemed the spoil
Of such dishonorable broil!”—*Scott.*

(a). $\left\{ \begin{array}{l} \text{(Chieftains,)} \\ \text{[you]} \\ \text{forego!} \end{array} \right.$

(b). $\left\{ \begin{array}{l} \text{I} \\ \text{hold | [to be] — first} \\ \text{[him] | } \left\{ \begin{array}{l} \text{who} \\ \text{strikes | foe. | my} \end{array} \right. \end{array} \right.$

7. (c). $\left\{ \begin{array}{l} \text{(Madman,)} \\ \text{[you]} \\ \text{forbear | jar! } \left\{ \begin{array}{l} \text{your} \\ \text{frantic} \end{array} \right. \end{array} \right.$

(d). $\left\{ \begin{array}{l} \text{(What!)} \\ \text{Douglas | the} \\ \text{is fallen | far, | so} \end{array} \right.$ $\left\{ \begin{array}{l} \text{such} \\ \text{*} \\ \text{dishonorable} \end{array} \right.$

$\left\{ \begin{array}{l} \text{[(that)]} \\ \text{hand | daughter's | His} \\ \text{is deemed | [to be] — spoil} \end{array} \right.$ $\left\{ \begin{array}{l} \text{the} \\ \text{Of broil !*} \end{array} \right.$

8. In proud disdain of what e'en Gods adore,
Dost smile? Poor wretch! thy guardian angel weeps.—*Young.*

(a). $\left\{ \begin{array}{l} [\text{thou}] \\ \text{Dost smile? | In disdain} \end{array} \right\} \left\{ \begin{array}{l} \text{proud} \\ \text{of thing} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{Gods} \end{array} \right\} \left\{ \begin{array}{l} \text{adore,} \\ \text{e'en} \\ \text{which} \end{array} \right\}$

8.

(b). $\left\{ \begin{array}{l} (\text{wretch! | Poor}) \\ \text{angel} \left\{ \begin{array}{l} \text{thy} \\ \text{guardian} \end{array} \right\} \\ \text{weeps.} \end{array} \right\}$

9.

We nothing know, but what is marvelous;
Yet what is marvelous, we can't believe.
So weak our reason, and so great our God.
What most surprises in the sacred page,
Or full as strange, or stranger, must be true.—*Id*

(a). $\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{We} \\ \text{know, | nothing | but thing} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{which} \end{array} \right\} \\ (\text{Yet}) \\ \text{we} \\ \text{can believe.} \left\{ \begin{array}{l} \text{not} \\ \text{thing} \end{array} \right\} \left\{ \begin{array}{l} \text{the} \\ \text{which} \end{array} \right\} \\ \text{is — marvelous;} \end{array} \right\}$

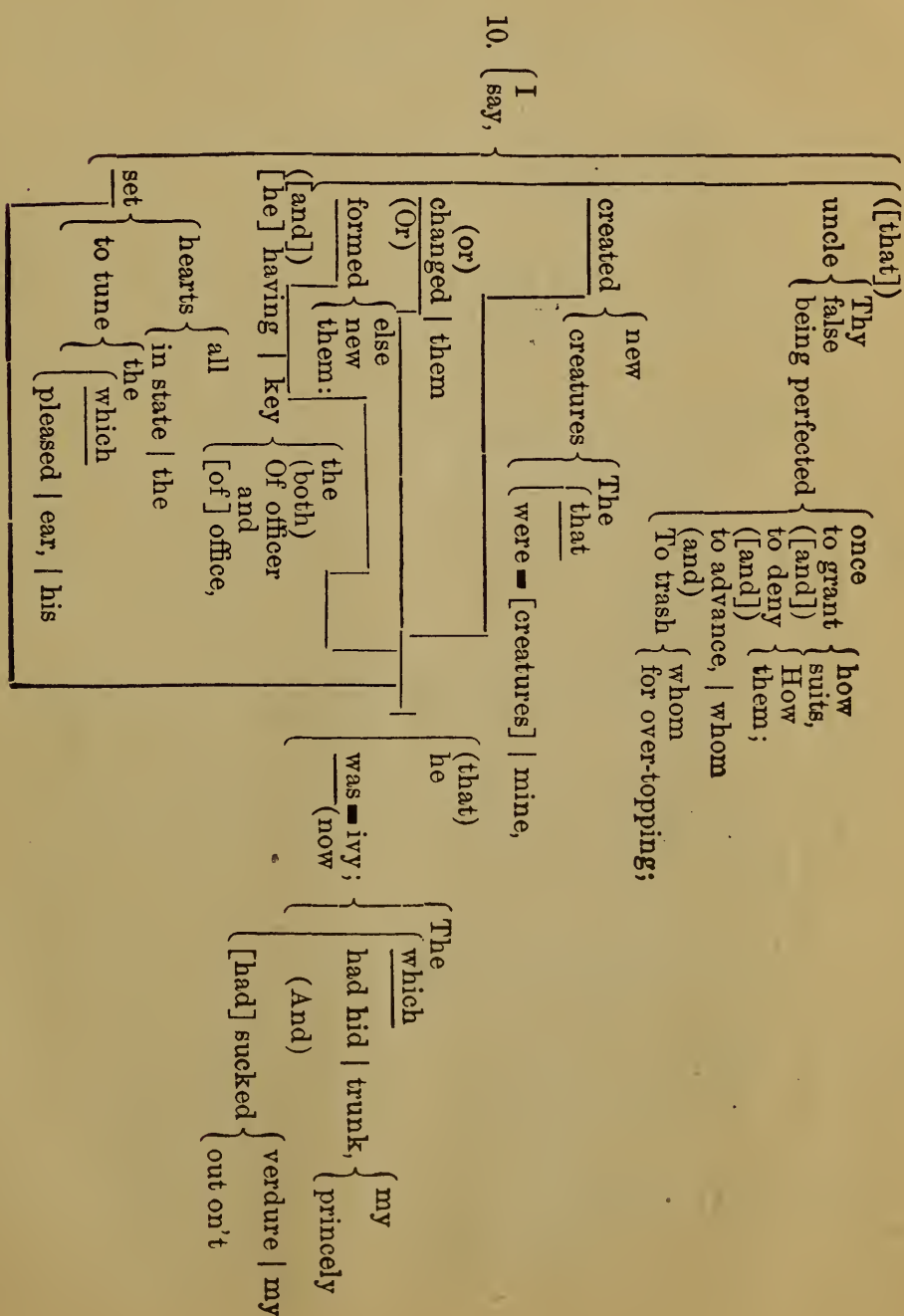
9.

(b). $\left\{ \begin{array}{l} \left\{ \begin{array}{l} \text{reason, | our} \\ [\text{is}] \text{ — weak | So} \end{array} \right\} \\ (\text{and}) \\ \left\{ \begin{array}{l} \text{God. | our} \\ [\text{is}] \text{ — great | so} \end{array} \right\} \end{array} \right\}$

(c). $\left\{ \begin{array}{l} \text{thing} \left\{ \begin{array}{l} \text{the} \\ \text{in page,} \left\{ \begin{array}{l} \text{the} \\ \text{sacred} \end{array} \right\} \\ \text{which} \\ \text{surprises | most} \\ \text{strange, | as | full} \\ (\text{Or—or}) \\ \text{stranger,} \\ \text{must be — true.} \end{array} \right\} \end{array} \right\}$

10.

Thy false uncle being once perfected how to grant suits,
 How to deny them; whom t' advance, and whom
 To trash for over-topping; new created
 The creatures that were mine, I say, or chang'd them,
 Or else new form'd them: having both the key
 Of officer and office, set all hearts i' the state
 To what tune pleased his ear; that now he was
 The ivy, which had hid my princely trunk,
 And suck'd my verdure out on 't.—*Shakespeare.*



11. Dryden, though a great and undisputed genius, had the same cast as L'Estrange. Even his plays discover him to be a party-man, and the same principle infects his style in subjects of the lightest nature; but the English tongue, as it stands at present, is greatly his debtor. He first gave it regular harmony, and discovered its latent powers. It was his pen that formed the Congreves, the Priors, and the Addisons, who succeeded him; and had it not been for Dryden, we never should have known a Pope, at least in the meridian luster he now displays. But Dryden's excellences as a writer were not confined to poetry alone. There is in his prose writings an ease and elegance that have never yet been so well united in works of taste or criticism.—*Goldsmith*.

(a). { Dryden, { the
 { had { cast { same
 { (though) { { L'Estrange.
 { { [had] | as
 { { [he]
 { [was] genius, { a
 { great
 { (and)
 { undisputed

11.

(b). { { plays | his
 { discover { to be = party-man, | a
 { Even { him
 { (and)
 { principle { the
 { same
 { infects { style | his
 { in subjects | of nature; { the
 { lightest
 { (but) { the
 { tongue, { English
 { is = debtor. | his
 { greatly
 { it
 { stands { as
 { at [time] | present

(c). { He { first
 { gave { [to] it
 { harmony, | regular
 { (and)
 { discovered | powers. { its
 { latent

And leave poor man, at length, in perfect night;
Night darker than what now involves the pole.—*Young*.

- (a). { Life
lies; { like felons, | hardened
 { to [moment] { the
 { last
(Nor)
owns { (to be) = cheat, | a
 { [itself
2. { { it
 { expires. | till
 { Its
joys { little
go { out
 { by [joy] | one
 { (and)
 { [by joy] | one,
(And)
leave { man, | poor
 { at length, { perfect
 { in night; { Night | darker | { (than)
 { [night] { that
 { which
 { involves { now
 { pole. | the

3. But thou, lorn stream, whose sullen tide
No sedge-crown'd sisters now attend,
Now waft me from the green hill's side,
Whose cold turf hides the buried friend.—*Collins*.

3. { (But) (stream, | lorn)
thou | { sisters { No
 { sedge-crown'd
 { now
attend, { tide { whose
 { sullen
 { the
waft { Now
 { me { hill's { green
 { from side, { turf { Whose
 { cold
 { hides | friend. { the
 { buried

4. 'Up drawbridge, grooms—what, Warder, ho!
Let the portcullis fall.'—*Scott*.

4. { (grooms—)
[you]
(a). { Up
[pull] { drawbridge, | the
 { (what,) (Warder,) (ho!)
 { [you]
 { let | [to] fall. | [portcullis] | the

9. Let it be understood that I will pursue this course no longer.

$$9. \left\{ \begin{array}{l} \text{[you]} \\ \text{Let | [to be] understood |} \end{array} \right\} \left| \begin{array}{l} \left\{ \begin{array}{l} \text{(it)} \\ \text{(that)} \\ \text{I} \\ \text{will pursue} \end{array} \right\} \left\{ \begin{array}{l} \text{course | this} \\ \text{longer. | no} \end{array} \right\} \end{array} \right.$$

10. Which when Beelzebub perceived, than whom, Satan except, none higher sat, with grave Aspect he rose, and in his rising seem'd A pillar of state: deep on his front engraven Deliberation sat and public care.—*Milton*.

$$(a). \left\{ \begin{array}{l} \text{he} \left\{ \begin{array}{l} \text{with Aspect | grave} \\ \text{Beelzebub} \\ \text{perceived,} \left\{ \begin{array}{l} \text{when} \\ \text{[murmur] | Which = (this)} \end{array} \right\} \end{array} \right. \\ \text{(and) seemed = [to be] = pillar | of state:} \\ \text{in rising | his} \end{array} \right. \\ (b). \left\{ \begin{array}{l} \text{(And)} \\ \text{[being]} \left\{ \begin{array}{l} \text{none} \\ \text{except, Satan} \end{array} \right\} \\ \text{sat, | higher |} \left\{ \begin{array}{l} \text{(than)} \\ \text{he} \\ \text{[sat]} \end{array} \right\} \end{array} \right.$$

$$(b). \left\{ \begin{array}{l} \text{Deliberation} \\ \text{(and) care.} \end{array} \right\} \left\{ \begin{array}{l} \text{engraven} \left\{ \begin{array}{l} \text{deep} \\ \text{on front | his} \end{array} \right\} \\ \text{| public} \end{array} \right.$$

10. "*Than whom*" is equivalent to "*and than*
he." "*Than*" is not a preposition. This is a case of enallage.

11. 'I tell thee what, corporal, I could tear her.—*Fowler*.

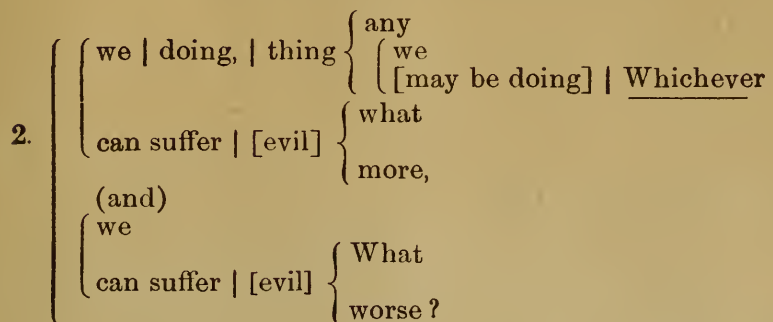
$$11. \left\{ \begin{array}{l} \text{(corporal),} \\ \text{I} \\ \text{tell} \left\{ \begin{array}{l} \text{(what),} \\ \text{[to] thee} \\ \text{I} \\ \text{could tear | her.} \end{array} \right\} \end{array} \right.$$

SENTENCES FROM HOLBROOK'S GRAMMAR, PAGE 51.

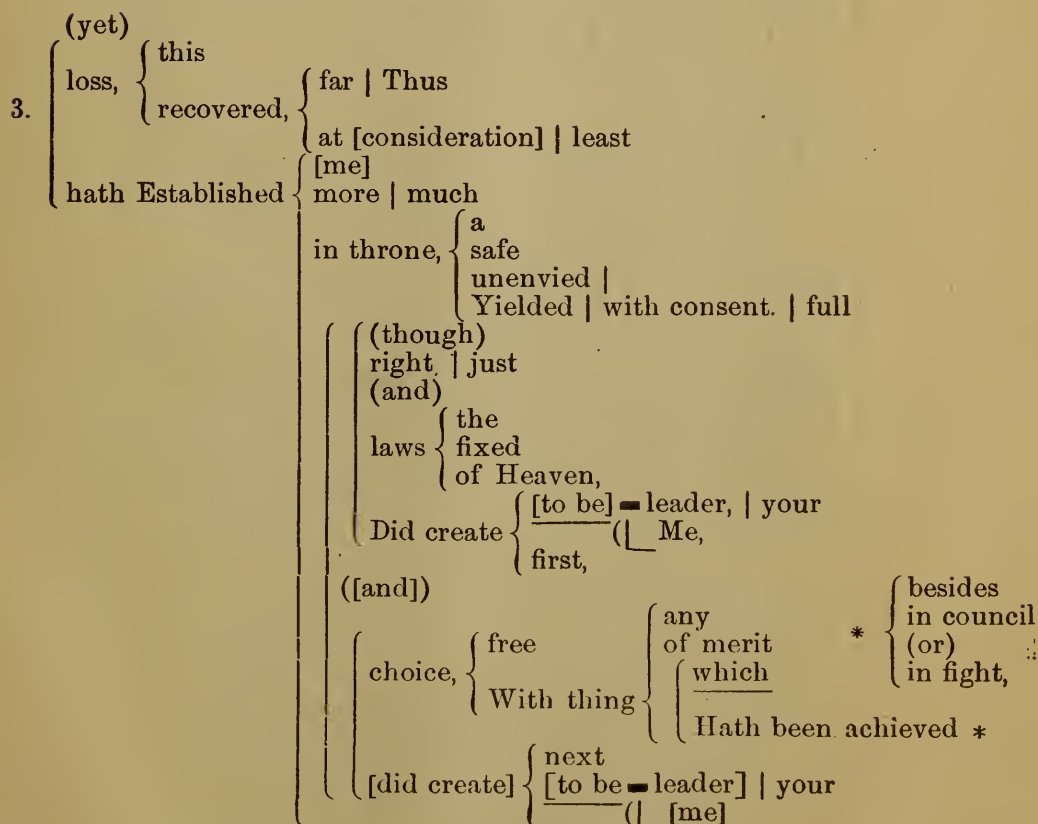
1. Whom the shoe fits, let him put it on.

$$1. \left\{ \begin{array}{l} \text{[you]} \\ \text{let | [to] put} \end{array} \right\} \left\{ \begin{array}{l} \text{[him]} \left\{ \begin{array}{l} \text{shoe | the} \\ \text{fits, | } \underline{\text{Whom}} \end{array} \right\} \\ \text{it} \\ \text{on.} \end{array} \right.$$

2. Whatever doing, what can we suffer more,
What can we suffer worse?—*Milton.*



3. Me, though just right, and the fix'd laws of Heav'n,
Did first create your leader, next free choice,
With what besides, in council or in fight,
Hath been achieved of merit; yet this loss,
Thus far at least recover'd, hath much more
Establish'd in a safe unenvied throne,
Yielded with full consent.—*Milton.*



4. Who steals my purse, steals trash; 't is something, nothing;
'T was mine, 't is his, and has been slave to thousands;
But he that filches from me my good name,
Robs me of that, which not enriches him,
And makes me poor indeed.—*Shakespeare.*

4. { [he] | { Who
steals | purse, | my
steals | trash;

{ it
is = something,
([and])
[is] = nothing;

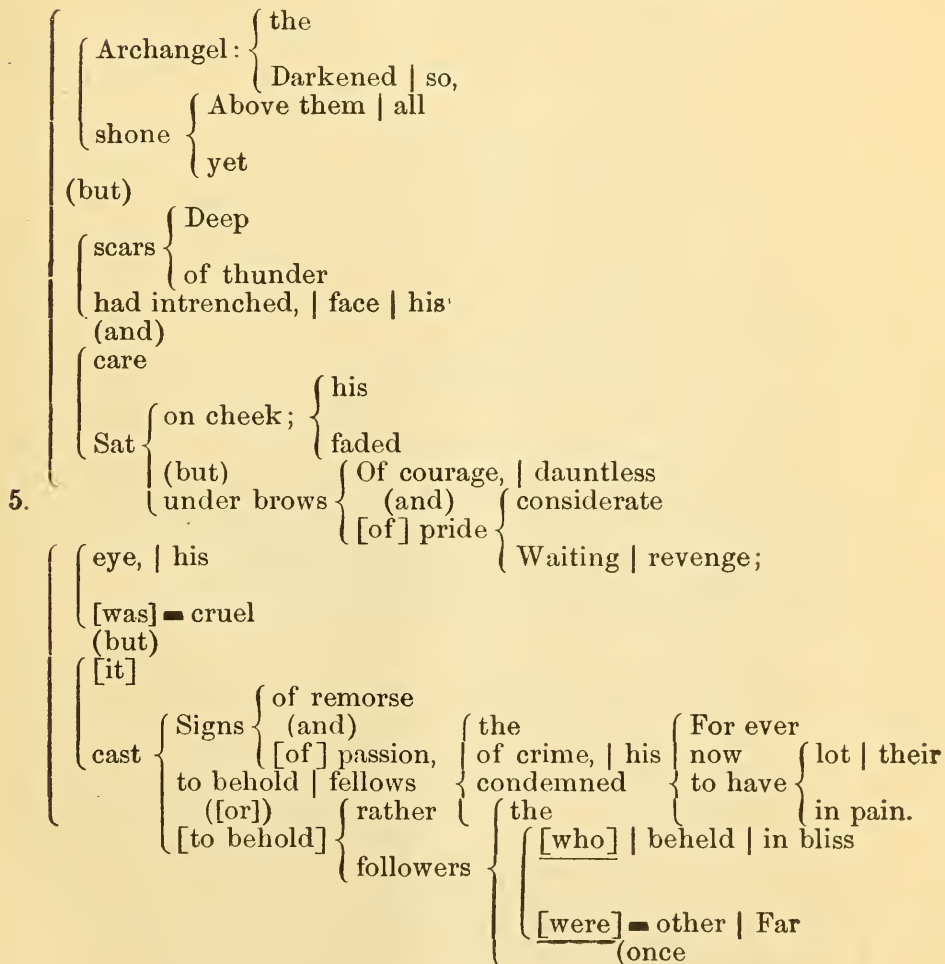
{ { It
was = [purse] | mine,
([and])
it
is = [purse] | his,
(and)
[it]
has been = slave | to thousands;

{ (But)
he | { that
filches { from me
name, { my
good
Robs { me { that,
of [thing] { which
enriches { not
him,
(And)
makes | [to be] = poor | indeed.
(me

5.

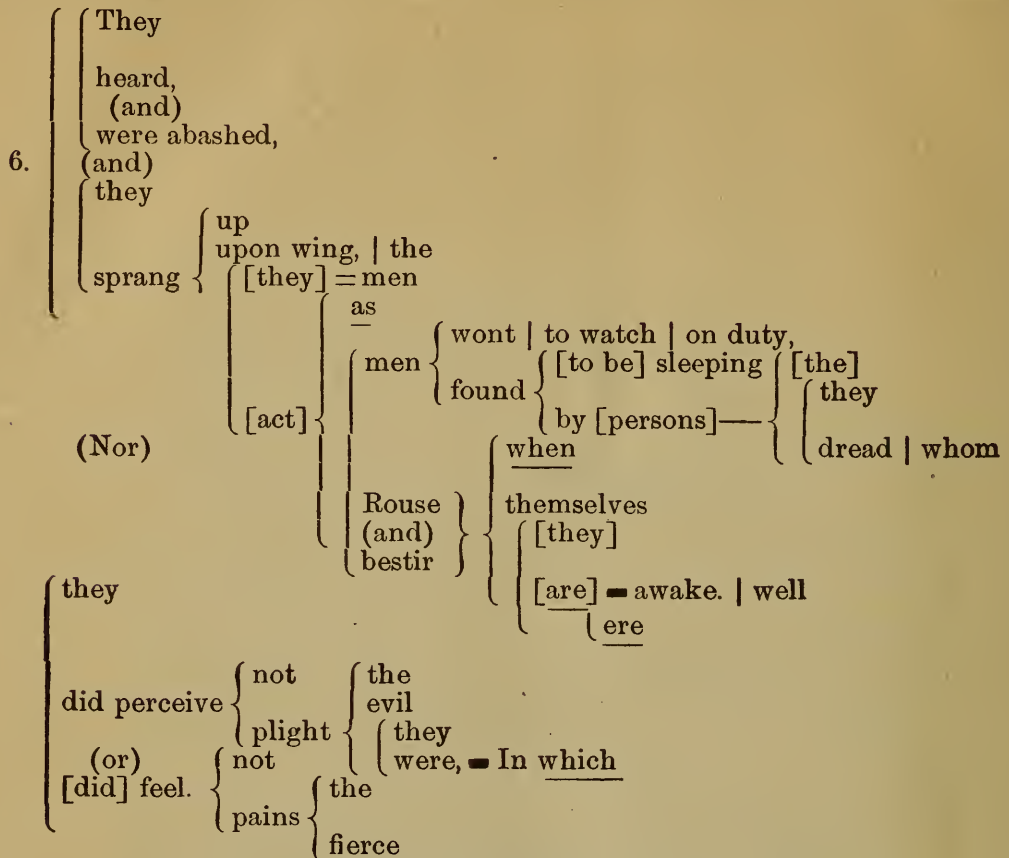
Darken'd so, yet shone

Above them all the Archangel: but his face
 Deep scars of thunder had intrench'd, and care
 Sat on his faded cheek; but under brows
 Of dauntless courage, and considerate pride
 Waiting revenge; cruel his eye, but cast
 Signs of remorse and passion, to behold
 The fellows of his crime, the followers rather
 (Far other once beheld in bliss), condemned
 For ever now to have their lot in pain.—*Milton.*

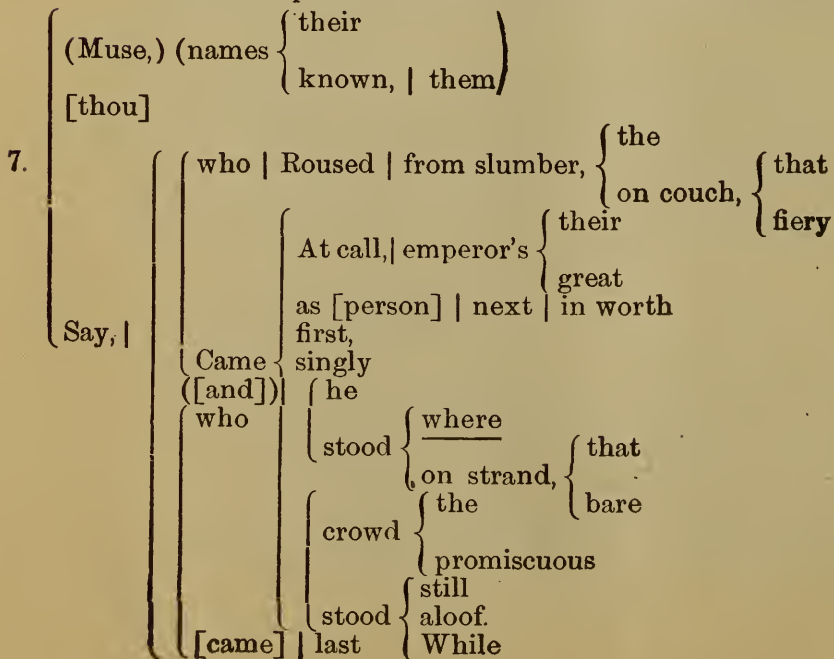


6.

They heard, and were abash'd, and up they sprung
 Upon the wing, as when man wont to watch
 On duty, sleeping found by whom they dread,
 Rouse and bestir themselves ere well awake.
 Nor did they not perceive the evil plight
 In which they were, or the fierce pains not feel.—*Id.*



7. Say, Muse, their names then known, who first, who last
Roused from the slumber, on that fiery couch,
At their great emp'ror's call, as next in worth
Came singly where he stood on that bare strand,
While the promiscuous crowd stood still aloof.—*Id.*



8. That hat is only worth a dollar.
8. { hat | That
is — worth | [to value of] dollar. | a
—(only
9. He had more money than he knew what to do with.
9. { He
had | money | more | { (than)
he
knew | to do | with. what
10. Knowing that whatsoever good thing any man doeth, the same shall he receive of the Lord, whether he be bond or free.—*Eph. vi.*
- 10.* Knowing | { (that) { every
(thing) { good
{ man | any
doeth. | whichever }
he { [thing] { the
{ same
shall receive { from Lord, | the
(whether)
he
be — bond
(or)
[be] — free
- * Incomplete. See *Eph. vi.*

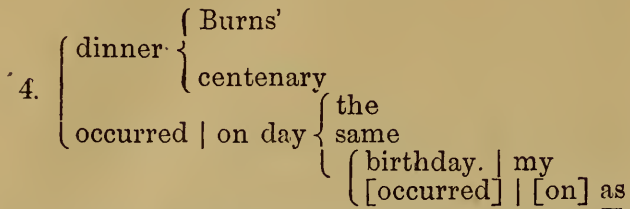
SENTENCES FROM HOLBROOK'S GRAMMAR, PAGE 182.

3. And Zedekiah, King of Judah, and his princes, will I give into the hand of their enemies, and into the hand of them that seek their life, and into the hand of the king of Babylon's army, which are gone up from you.
Jer. xxxiv: 21.

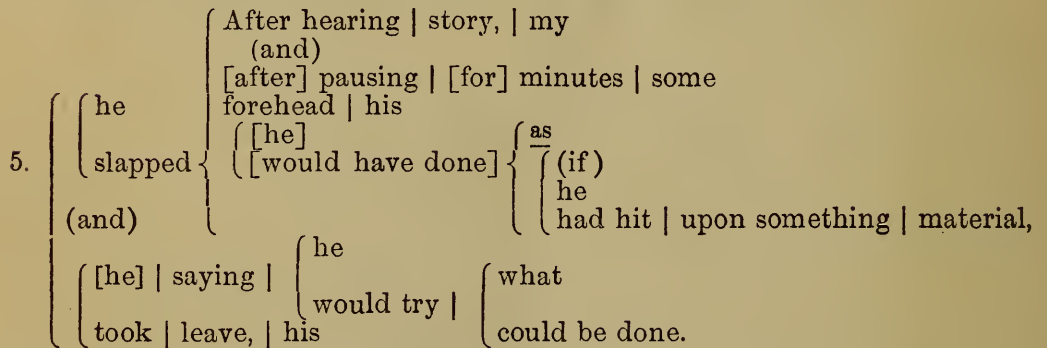
(And)

will give { Zedekiah, | King of Judah,
(and)
princes, | his
into hands { the
of enemies, | their
(and) { the
into hand { of them | { that
seek | life, | their
(and)
into hand { the
of army, { king's { the
of Babylon
{ which
are gone { up
from you.

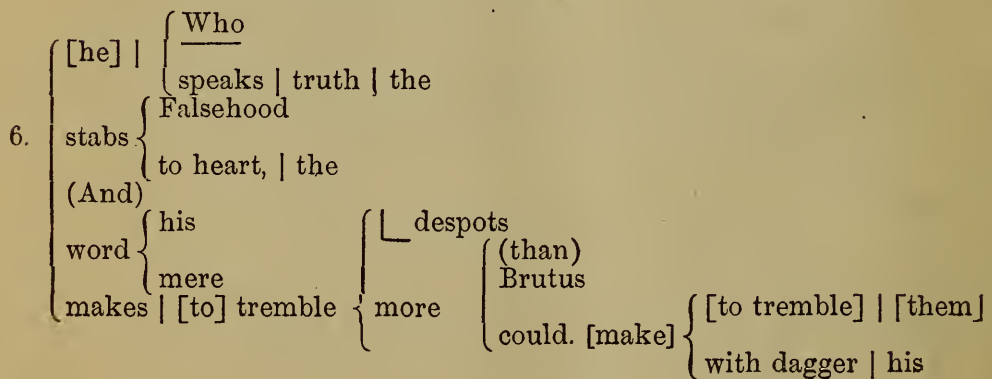
4. Burns' centenary dinner occurred on the same day as my birthday.



5. After hearing my story, and pausing some minutes, he slapped his forehead as if he had hit upon something material, and took his leave, saying he would try what could be done.—*Goldsmith*.



6. Who speaks the truth stabs Falsehood to the heart,
And his mere word makes despots tremble more
Than ever Brutus with his dagger could.—*Lowell*.



THE END.

CATALOGUE OF NORMAL PUBLICATIONS.

The most improved Methods of Instruction, Vigorous and Progressive Editorials
Practical Hints and Helps for the School Room, Letters from Actual and
Experienced Teachers, giving their Plans for Conducting Recita-
tions and Managing Schools, and Notes and Queries,
are to be found Monthly in

THE NORMAL TEACHER;

The only educational periodical in the world devoted to the dissemination of Normal Principles and to practical school work. It is essentially different from all other school journals, in that it gives those principles of teaching which can be made to work in every school, and by which the labor of the teacher is made pleasant, instead of an irksome task.

☞ Read its leading articles and see if every one is not full of practical points and suggestions.

☞ Read its vigorous, progressive and spicy Editorial notes, and compare them with the stale and dry news items of other school journals.

☞ Read its Grammar Department for the disposition of difficult constructions, and practical hints on teaching grammar.

☞ Read its expositions of Normal Principles for a clear insight into those elements which made study a pleasure and the work of the school room delightful.

☞ Read its series of articles on the Mental Powers and Their Cultivation, and learn something of the material on which you work.

☞ Read its Correspondence and learn the different methods of teaching and government practiced by teachers of all grades and classes.

☞ Read its Notes and Queries for a fund of valuable and unique information.

☞ Read its Practical Hints and Helps for the School Room, and get the cream of all the practical ideas published in two hundred educational journals.

☞ Read its instructive Paragraphs for gems of thought and words of cheer and encouragement.

☞ Read its Educational Miscellany for questions upon which to post yourself for examinations.

☞ Read its Book Table, and compare its literary notices with those of the leading educational journals of the country.

A NEW FEATURE.

We have recently opened a department especially devoted to the preparation of teachers for license. In this department will be published suggestive questions and answers, courses of study for those who desire to prepare themselves for examination, plans and methods of review, hints in regard to preparation of manuscripts, and suggestions to be observed during examinations.

We shall make this department alone worth many times the subscription price to any teacher who expects to go before an examiner.

The following complimentary notices will show something of its reception by the teaching public.

"*Normal Teacher*" edited and published at Danville, Indiana, by J. E. Sherrill is a monthly in pamphlet form, containing about forty pages each issue, devoted to the art of teaching. It realizes what some of its contemporaries fail to do, that the newspaper is the only proper vehicle of educational news, as of all other kind of news, and devotes its space mainly to education-technics. In other words, it aims to be what its name implies, a "normal teacher."—*The Chicago Weekly Journal*.

"Yesterday I received the October number of the long looked-for *Normal Teacher*, and I need not tell you that I immediately set about to devour its contents. And a sweet morsel it was. I am intensely delighted with 'The Teacher.' I am a regular reader of a number of first-class journals, but find this on par with the best of them. It contains food for all grades of teachers, and I shall most heartily recommend it to the fifty-two teachers under my supervision."

G. H. DESH.

Supt. Public Schools, Allentown, Pa.

Thousands of other notices equally complimentary could be given, but these are sufficient. We will send the *NORMAL TEACHER* one year for \$1.00. Agents wanted in every school district in the Union, to whom we offer special inducements. Please send for our Premium Circular. Specimen copy free. Address

J. E. SHERRILL, Danville, Hendricks Co., Indiana.

SOMETHING NEW.

Grammar Made Attractive and Interesting.

Wake Up Your Dull Grammar Class by Using
THE "NORMAL TEACHER" PARSING BOOK.

This little book contains forty-eight blank pages ruled and arranged for *written parsing lessons*, and several pages reading matter, consisting of programmes and models for parsing every part of speech, and for the analysis of sentences. Rules for distinguishing the different parts of speech in difficult cases, an explanation of the constructions of Infinitives and Participles and the Relative Pronoun. In short, a showing up, in convenient form, of the difficult points in Grammar besides the rules of Syntax, explanations and models for diagramming sentences, and other matter, all of which every teacher who knows anything about teaching Grammar will recognize at once as the most convenient thing imaginable to have in connection with the exercise book for use in the preparation of lessons. No one but the live teacher of Grammar knows the time and labor required in putting these forms and models on the board from day to day. The book is by no means a treatise on Grammar, but is simply matter arranged for the convenience of the pupil and to save the time of the teacher. Normal Teachers will want this little book in their schools at once and all who have had, or are having trouble in teaching Grammar would do well to adopt it also. It ought to be in use in every Grammar class in the land. WHY?

1. Because by its use you can secure regularity and order in the preparation of parsing lessons and steer clear of the old haphazard, hit or miss style of recitation which makes Grammar "so dull and uninteresting."

2. It cultivates systematic habits, is a drill in punctuation, penmanship and neatness, and gives pupils something to do.

3. The use of written lessons gives great life and interest to the recitation through the comparisons, criticisms, &c.

4. By having the exercises corrected each day where mistakes have been made, the pupil has his work preserved to him in permanent form, for future reference.

5. Good teachers do not pretend to teach parsing, analysis, &c., in any other way than by the use of written lessons, to avoid waste of time, secure promptness and certainty of preparation. And all will prefer the Parsing Book from the fact that it is sold far cheaper than the blank paper can be bought at book stores. When these points are taken into consideration all must favor the immediate adoption of the book. Retail price, 20c per copy.

Samples to teachers for examination, with a view to introduction into schools, 15c.

Introductory rates by the quantity.: 6 copies for \$1.00; 12 copies \$1.75, 14 copies \$2.00; 20 copies \$2.25; 25 copies \$2.50. Order at once. Address J. E. SHERRILL, Proprietor "Normal Teacher" Publishing House Danville, Ind.

NOW READY!

CREATE AN INTEREST IN YOUR CLASSES.

*SAVE TIME AND TEACH PENMANSHIP, USE OF CAPITALS, AND
ABBREVIATIONS, DIACRITICAL MARKS, &C., BY USING*

—THE—

“NORMAL TEACHER”

Diacritical and Blank Speller.

BY G. DALLAS LIND.

In addition to the ordinary ruled blank book for writing spelling lessons it contains the following valuable matter:

1. Diacritical marks, their names and explanation of their uses.
2. The principal available rules for spelling, pronunciation, use of capitals and punctuation.
3. Hints in teaching spelling.
4. Model spelling lessons and directions for using the book.

REASONS WHY YOU SHOULD USE THIS BOOK:

1. Because by its use you can secure regularity and order in the preparation of lessons.
2. It cultivates systematic habits, is a drill in punctuation, penmanship and neatness, and gives pupils something to do.
3. The use of written lessons gives great life and interest to the recitation through the comparisons, criticisms, &c.
4. By having the exercises corrected each day where mistakes have been made, the pupil has his work preserved to him in permanent form, for future reference.
5. Good teachers do not pretend to teach spelling in any other way than by the use of written lessons, to avoid waste of time, secure promptness and certainty of preparation. And all will prefer the Blank Speller from the fact that it is sold far cheaper than the blank paper can be bought at book stores. When these points are taken into consideration all must favor the immediate adoption of the book.

PRICE, 20 Cents. Sample for examination, with view to introduction, 15 cts. Introductory rates by the quantity: Six copies, \$1.00; 12 copies, \$1.75.

ORDER AT ONCE.

ADDRESS

J. E. SHERRILL,
Prop'r Normal Publishing House, DANVILLE, IND.

THE NORMAL QUESTION BOOK

Revised and Enlarged. Questions and Answers added on Penmanship, English Literature, American Literature and Parliamentary Rules.

PRICE, \$1.50.

A FEW POINTS WORTH REMEMBERING.

1. *The Normal Question Book* was prepared by an experienced teacher.
2. The questions were selected from the examination papers prepared for the examination of teachers in the several States. The answers were hunted up from the best authorities on the several branches.
3. Its appendix is alone worth more than the price of the book to any teacher.
4. It is a valuable book, not only for teachers, but for everybody. Please read the following notice for proof of this statement.
"Having become possessor of a copy of *The Normal Question Book*, I am pleased with the same. All who examine the work seem delighted with it, even persons who are not teaching and do not intend to teach."
5. It is a work of great assistance to teachers in preparing questions for reviews. Thousands of teachers are now using this book with wonderful success in their schools. Many have adopted it as a text book. Many County Superintendents use it in their Institutes in preparing teachers for examination, and the results accomplished by its use are truly wonderful.
6. It is valuable to the scholar, student or pupil in suggesting the best plans of study, and in bringing out the leading fundamental principles of each branch of study.
7. It is of practical value to every family, business and professional man. No library is complete without it. It is so nicely bound that it is an ornament to any parlor table. You could not present your friends with a more acceptable gift.
8. That this book has been long needed is evidenced by the fact that nearly two thousand copies were sold before it was published.
9. It sends all other "question books" to the shade. Those who have bought other question books have laid them aside and are now using the *Normal*. It is as far ahead of all other books of the kind as the railroad is ahead of the stage coach.
10. It does not conflict with any text-book in use in the schools, but can be used advantageously in connection with the text-book on any subject.
11. It is highly endorsed by the best teachers and educators in the country. There is but one opinion as to its merits and value. Please read the following list of testimonials.
12. Agents are reaping a rich harvest with it. There is more MONEY in it to active agents than in any other publication of like character. Copies can be sold to everybody.

TESTIMONIALS.

The following testimonials will show what the educators of the country think of the *Normal Question Book*:

"Book received—Like it first-rate—Just excellent."—Prof. J. K. Kidd, Kiddridge, Mo.

"I am convinced that the *Normal Question Book* will prove a valuable auxiliary as a text-book accompaniment. The independent scope of its Questions and Answers give it actual worth."—R. Boyd, Quaker City, Ohio.

"I have received the *Normal Question Book*, and after a pretty thorough examination of it, I am prepared to say that it is a treasure of great worth. It is equal to a small library, and no teacher or student can afford to be without a copy of it."—J. E. Reynerson, Tuscola, Ill.

Agents Wanted to Sell this Great Work.

Write for Terms.

Address,

J. E. SHERRILL.

DANVILLE, INDIANA.

THE BOOK TO BUY

—IS—

DALE'S

OUTLINE OF ELOCUTION

—AND—

Comprehensive Manual of Principles.

WHY?

1. Because it is the best book on the subject in the English language.
2. Because it is the finest Self-Instructor ever prepared upon the subject.
3. Because the selections are the choicest in the whole realm of Elocutionary Literature.
4. Because it is the most philosophical analysis and concise and explicit exposition of Elocution to be found in print.
5. Because it is written in a style that will interest you while you read it.
6. Because it contains twelve appended essays that are not to be found even in substance in any one nor in all the books on Elocution now extant.
7. Because the subject of Elocution is becoming more popular, and you want standard works.

8. Because this is a standard work.

The scope of the work is wonderful when its conciseness is considered. The whole book shows to a marvelous degree the power of condensation, as compatible with clear diction, displayed by the author.

As a book of general and polite culture no other work in its line compares with it.

It displays all the mechanism of expression, and makes the student familiar with the tools necessary in human expression. It teaches how to study; how to enter into the sentiment; how to feel; how to express. Its classifications and outlines are unexcelled in any class text-book on any subject for exhaustiveness and logical arrangement. It contains essays on:

1—*Emphasis*. 2—*Projection of Sound*. 3—*Timbre*. 4—*Care of the Voice*. 5—*A Course of Reading*. 6—*Dramatic Reading and Recitations*. 7—*Impersonation of Old Age*. 8—*Primary Teaching*. 9—*Hints and Suggestions, etc., etc.*

Professor Dale is a gentleman of great capability as an author and of faultless address as a gentleman. The same principles that give him these graces he has infused into his work. His readings are the most real and natural of any reader without exception before the public to-day, and his style of expression as an elocutionist marks the dawn of a new and advanced era in Elocution. He has given the whole secret of his success in his book. He has given much study to the minutæ of detail and presents in his work the most discriminating classification of elements. His Outline surpasses the best on the subject, and he has amplified it through the work by placing a Sectional Outline at the head of each chapter.

A student of good common sense can take this book and study Elocution alone, which he can not do by the aid of any other book.

This is because the subject is placed before the student with such clearness, in such minuteness of detail, that there is no room left for misconstruction or misunderstanding. *The Attention of School Boards* is called to this work as the best reading book for advanced classes that can be procured.

The matter is new, the selections abundant and fresh, and the tone of the book immeasurably above that of the ordinary reading book. It is the work of one of the most successful teachers of reading, who is himself a living example of the high class of instruction he gives in his book. Liberal terms for introduction. Agents wanted all over the world. The most favorable inducements offered. Write for terms. Price, \$1.50, post-paid, to any address.

J. E. SHERRILL, Proprietor Normal Publishing House,
DANVILLE, INDIANA.

THE COUNTRY TEACHER SERVED AT LAST

A NEW WORK.

METHODS OF TEACHING
—IN—
COUNTRY SCHOOLS;

By G. DALLAS LIND.

PRICE, \$1.25.

This work is not the fine-spun theory of a College professor, hatched in the quiet of his study room, but the practical ideas of a country teacher, fresh from the country school-room.

It is not a mass of "glittering generalities," but suggestions in detail as to how to teach and manage an ungraded school, drawn from long experience and observations of one who has been there himself.

1. It tells how the teacher should conduct himself in relation to his patrons and to society in general.
2. It tells what qualifications are necessary for a good teacher.
3. It tells how to apply for a school.
4. It describes in detail the most approved and applicable methods of teaching all the branches studied in a country school.
5. It gives some very practical hints about apparatus and school architecture. Every country teacher should have it.

It is a work devoid of everything foreign to the subject. The only work ever published that meets the needs of country teachers.

Remember that it is the work of a country teacher.

Every teacher who is disgusted with the "fine-spun" theories given in most books on Methods of Teaching, is sure to be intensely delighted with this book.

Teachers (and they are numbered by the legion), who have searched in vain through a score or more of books on teaching, for something *practical* for their country schools, should give this book a trial.

Intensely Interesting, Thoroughly Practical, Eminently Adapted to the Country Schools.

We have no hesitancy in saying that the teacher who would make the most of his school, must have this book.

We are acquainted with all the teachers' works published in both Europe and America, and we can confidently say that this is the most *practical* work for the *Country Teacher* that has ever been issued from the press. The book is meeting with a great sale.

Send for a copy at once. 1. It will give you new insight into your work. 2. It will lead you to see and realize more pleasure and happiness in your work than you have ever been able to get out of it before. 3. It will give you the essential principles of practical teaching. 4. It will tell you just what to do and how to do it, so that you may make the most of your work.

AGENTS WANTED.

You should order a copy by return mail.

Please write for terms. Address

J. E. SHERRILL, Danville, Ind.

THE PROPER METHOD OF TEACHING HISTORY, OUTLINES OF UNITED STATES HISTORY.

BY R. HEBER HOLBROOK,

Associate Principal National Normal School, Lebanon, Ohio. Price, 75 cents.

This work is the result of practical school-room tests, through many years, as to the best methods of teaching history. The methods generally in use make the study dry and repulsive. Memorizing dates and trying to answer certain questions are not all of the study of history.

This book presents a logical, concise and complete classification of the whole subject. The knowledge of an event is of no importance unless taken in connection with other events. The events are here presented in their true relations, co-ordinating and subordinating, generalizing and particularizing, so that a view of the whole subject may be grasped by the mind and retained in the memory.

It will be valuable not only in the school-room, but will answer a good purpose to the private student of history as a book of reference.

READ WHAT THEY SAY ABOUT IT AND SEND FOR A COPY.

The work is a valuable addition to any library.—*Greencastle Banner*.

The work is really a compilation of dates and events, systematically and ingeniously arranged so as to strike the eye and memory.—*Indianapolis Daily Journal*.

This is a very useful volume. The writer is the son of A. Holbrook, Principal of the Lebanon Normal School, Ohio, and is recognized as a most able teacher. His mind is amply stored, and he stands in a commanding position. The work he is doing will be felt in thousands of schools. Of this, he is conscious, and this text-book shows a correct desire to aid the teacher to work rapidly and skillfully. The work is not to supplant any text-book, but to aid the teacher to teach. It must be confessed that the method of the teacher is the key to the success of the pupil. These outlines will be of service to any teacher.—*New York School Journal*.

These outlines present a clear view of American history. They present the subject in an attractive light to the child, and incite to investigation.—*Western Ed. Review*.

We can say from twenty years' experience in the school-room that it will fill a long-felt want.—*Hendricks County Union*.

The aim of the author in this hand-book of United States history is to present a quick but total bird's-eye of our nation's history, making a full survey of the whole ground, and marking out its salient features. The whole is divided into three great eras and nine great periods. The three eras are. Organization, Nationalization, Reformation. The nine periods (three to each era) are, Explorations, Colonization, Consolidation, Separation, Organization, Federalization, Agitation, Emancipation, Reorganization. These outlines were first presented and tested nearly ten years ago. They certainly bid fair to be useful to both teachers and pupils.—*The Church Union*.

Many more such notices could be given, but the above are sufficient. Hoping to receive your early order, I am,

Very truly,

J. E. SHERRILL, Prop. Normal Publishing House,

Danville, Ind.

"QUEER QUERIES."

A BOOK FOR THE STUDENT.

A BOOK FOR THE TEACHER.

A BOOK FOR EVERYBODY.

A COLLECTION OF QUESTIONS ON DIFFERENT BRANCHES OF STUDY.

This system of teaching "things not in the books" has been in use in many of the public schools for several years, and has met with almost unlimited success in being the means of inculcating facts and principles into the youthful mind which can hardly be impressed upon the memory in any other way. It will lead to investigations and researches on the part of the student which cannot prove otherwise than beneficial. Creates great interest in schools, at Institutes, wherever used.

PREFATORY AND EXPLANATORY.

Queer Queries were collected in the following manner, viz: pupils were requested to bring any query which they thought would interest others or which they could not answer themselves, to the teacher.

The teacher then placed *ten* of the first queries found in this little book upon the black-board and allowed them to remain there from Monday morning till Friday evening, when they were answered in a general exercise in which all the pupils shared equally.

The result was that the school closed with a good understanding of why the time in China and America are not the same, of why the feet of the Chinese point toward our own; of why the sun seems to rise in the east, of why Patagonia has no Capital, &c.

The time occupied in this work was not to exceed ten minutes.

The teacher tried this experiment the next week with the succeeding *ten* questions with the school thoroughly alive to this new departure: every question was intelligently discussed by the pupils, both old and young.

The third week two or three heads of families sent queries (See Nos. 23, 27 and 29), and the interest increased. The teacher kept up this system with no visible indication of lagging interest for *one hundred weeks* with the very best results.

The demand for queries has been so great that we have consented to publish our first *one thousand* "Queer Queries."

How to use QUEER QUERIES: take the book on Friday evening and call the attention of the school to such queries as you may have selected by having the pupils *to mark* them by numbers; thus if you think it not best for your school to take them in regular order and you should select Nos. 1, 2, 3, 4, 5, 7, 13, &c.;—have the pupils "check" those numbers telling them they may study the questions at odd times till the next Friday evening when they may see who can answer the greatest number out of the *ten* selected. Pupils will individually ask you during the week to answer certain questions which they fail to find satisfactory theory for. Cite them to text-books, authors or persons within your knowledge where they will probably obtain the desired information; in no case should you give the desired information direct to the individual; but should the school as a body not be able to answer a question satisfactorily, then will be the time to help it out of the dilemma by gradually and pleasantly leading the school *to see* and *know* the *why* and *wherefore* of the subject under consideration.

Object of Queer Queries:

1st. To lessen the care of the teacher and make the school more attractive for the pupils by adding spice to at least one exercise for the week. (*The last day's work should be the most pleasant*).

2nd. *To form habits of close observation in the growing pupil, and in forming these habits which will cling to him through life, give him a fund of information which will well repay for all the trouble and time which such a plan imposes.*

Order a supply at once for your school. Agents wanted. No trouble to sell this little book. Give it a trial and be convinced. Price, 25 cents; \$1.60 per dozen, postpaid. Published by the NORMAL PUBLISHING HOUSE, DANVILLE, IND.

The Normal DIALOGUE BOOK.

ARRANGED WITH A VIEW TO GIVING SOME-
THING HIGHLY ENTERTAINING, AND AT
THE SAME TIME SOMETHING SUIT-
ABLE AND PRACTICABLE
FOR THE

SCHOOL EXHIBITION

Requiring nothing difficult in Costume, Stage Arrangements, etc., many of them are equally well ADAPTED TO THE "LITERARY SOCIETY" AND ANY SOCIABLE OR EVENING PARTY.

The book is rich in the most entertaining material for stage exercises to be found anywhere. The material is CHOICE IN QUALITY AND ABUNDANT IN QUANTITY. It is made up of the best selections from a great number of publications, and comprises in its list A LARGE AND FIRST-CLASS COLLECTION OF

DIALOGUES, TABLEAUX & CHARADES,

—TOGETHER WITH—

PANTOMIMES, SHADOW SCENES,

And various other material for an evening entertainment. THEY ARE ALL LIVE SELECTIONS in the sense that they contain none of the stale jokes and thread-bare performances of old-time "exhibitions" but are fresh, and flush with the feeling and interests of a new day. A large proportion of the selections are humorous, but other veins of feeling have play and all are of excellent sentiment in which youth and children can not fail to find benefit.

As entertaining performances as we have ever witnessed have been quite off-hand requiring scarcely any time and no expense in their preparation.

THE NORMAL DIALOGUE BOOK

Gives instructions and suggestions as to how many of these things may be arranged and gotten off with fine effect, to meet the limited time of teachers in their schools or an impromptu presentation at the social gathering.

It is arranged to meet the capacity of all grades of pupils, containing parts for the little ones as well as the older. In short we have endeavored to make the book

THE MOST COMPLETE AND DESIRABLE WORK OF THE KIND EXTANT.

Price, 50 Cents.

Great Inducements to Agents. Liberal Terms to the Trade.

Address J. E. SHERRILL,

Proprietor Normal Publishing House, DANVILLE, IND.

UNITED STATES HISTORY

MADE PLEASANT AND ATTRACTIVE TO

Teachers Pupils.

A New Text-Book that will Lessen the Labors of the Teacher
and Facilitate the Advancement of the Pupil.

—THE—

NORMAL HISTORY OF THE UNITED STATES,

BY W. H. F. HENRY,

A PRACTICAL TEACHER.

REVISED, ENLARGED, ILLUSTRATED, AND CONTAINING NUMEROUS
NOTES, DIRECTIONS AND BIOGRAPHICAL SKETCHES.

New and enlarged edition with many new and attractive features. The work is condensed, yet comprehensive, being an authentic record of all the most important events concerning our Republic, so classified as to attract and interest the student; and arranged in chronological order for topical recitation. The arrangement of the text, as well as the numerous illustrations and Maps, makes the work Objective. The causes and effects of events are clearly and distinctly given, thus tracing not only the facts, but also the philosophy, of history.

The histories which are usually adopted in our schools are seldom thoroughly learned by the pupil. The reason is obvious; they contain *too many* words and too little matter. They are verbose, chaffy, and ill-arranged; they are neither topical, chronological, nor analytical; in fact, they are wanting in nearly every element necessary to constitute them good school books. So true is this that teachers are compelled to epitomize and re-arrange their contents to secure any degree of success in teaching them.

These objectional features are absent from the Normal History. After each period and section are given copious reviews, in the forms of "General Questions and Directions," Chronological Recapitulations, Summary, Reviews of Battles, and various Analytical Synopses.

No labor has been spared to verify the statements made.

By carefully avoiding all sectional or partisan views, it claims to be a National history.

The Normal History is admirably adapted to the wants of the school-room, and it is receiving the hearty encomiums of all teachers and friends of education who have examined it.

The present revised edition is brought down to July, 1881, and embodies explicit statements of all the most recent events which have become historical.

The Normal History of the United States is an improvement upon all others designed for schools. Much of the superfluous matter contained in other school histories is excluded, and the real and principal facts are tersely though philosophically treated.

Anecdotes, Biographical Sketches, Minor Events and Explanations are recounted in various foot notes.

Not only for school purposes, but also for private students and for reference, this work is well adapted. Dates, which are usually so difficult to remember, are so systematically arranged as to obviate the difficulty.

The peculiarities of the Normal History are its commendable conciseness, the prominence given to the chronological order of events, and the various classified or tabulated reviews—the latter well adapted to fix events and their dates in the mind.

The work is a new departure from certain old and uninteresting presentations of fossilized text book makers.

The Normal History is a handsome volume of over 400 pages and retails at \$1.35.

Specimen copies for examination with a view to introduction sent, prepaid, on receipt of \$1.00. For introduction into schools to take the place of other histories in actual use in the schools, or to supply new classes not previously using any text book on United States History—the Normal History will be delivered free at nearest express or freight office, or in small quantities by mail, at two-thirds of the retail price.

The usual discount to the trade. Correspondence solicited. Address all orders and other communications to

J. E. SHERRILL, Publisher,
Danville, Indiana.

POPULARIZE SCIENCE

BY USING EASY EXPERIMENTS IN

Chemistry and Natural Philosophy.

BY G. DALLAS LIND,

Author of "Methods of Teaching in Country Schools," "Normal Outlines of Common Branches," Etc. Price—40c in Paper, 60c in Cloth.

This book contains 200 experiments in Chemistry, and over 100 in Natural Philosophy, all of which can be performed by any person, anywhere, with apparatus which he can construct for himself by the directions here given, and using such material as will cost but a trifle, or may be picked up anywhere. The greater number of the experiments in philosophy cost nothing but a little time, and all the experiments in the book (something over 300), with the exception of half a dozen, may be performed at a cost of less than \$5.

The experiments illustrate all the more important principles of these sciences. The MS. was placed in the hands of the classes in the Central Normal College, Danville, Ind., the students performing the experiments and constructing the apparatus. Its worth was thus practically tested before it went into print.

1. Every teacher who has, or expects to have, a class in either of these sciences should possess a copy of this book.

2. Every young person who wishes to pursue these studies privately should have a copy.

3. Every student in a Normal school, College or high school who is studying these branches needs a copy.

4. Every teacher of a country school, or of a graded school, should possess a copy, that he may be able to illustrate science in oral drills and lectures as a general morning exercise. It is the best preventive of tardiness known.

READ WHAT THEY SAY ABOUT IT AND THEN ORDER A COPY.

It will be a great help to country teachers.—*Greencastle Banner.*

This book of 102 pages contains 195 experiments in chemistry and 105 in natural philosophy. Directions are given for performing each experiment. Teachers and students will find the book very valuable.—*Western Ed. Review.*

This book is almost indispensable to those who are studying chemistry experimentally, and to those teaching it, along with the various other departments of the common schools, where the mind can not be given wholly to the subject. It simplifies the apparatus, presents the experiments in concise form, giving in connection with each all the necessary cautions, and makes the laboratory work easy and practical. It is divided into two principal departments, "Experiments in Chemistry," and "Natural Philosophy," yet has an added chapter of interest on preserving natural history specimens, which will enhance its value to the entomological connoisseur.—*Religio-Philosophical Journal.*

The object of this drill work is praiseworthy and is well carried out. It aims to instruct the student in chemistry and natural philosophy in the performance of simple experiments, illustrative of great principles, without the aid of expensive apparatus, and at trifling cost. Many of the experiments are practical as well as simple. As a handbook for learners in chemistry it possesses decided merit.—*Indianapolis Daily Journal.*

The author of this volume is well known as a practical teacher, and his other volumes have shown him to be a forcible and unpretentious writer. This little book fills a real want. There are treatises enough on chemistry and natural philosophy, but there is very little experimenting done. The way in which the two subjects are taught is enough to destroy any boy's interest; a book is put into his hands. The true method is that of investigation—that is, to use an experiment to find out a principle. We heartily welcome this volume.—*New York School Journal.*

We could give many other testimonials and notices of the book, but the above are sufficient to show the great favor with which the book is everywhere received, and how universally its object is commended.

Price—Paper, 40 cents; Cloth, 60 cents. One-cent stamps accepted. Address,

J. E. SHERRILL, Prop. Normal Publishing House,
Danville, Ind.

A WORK OF GREAT IMPORTANCE.

THE

Lawyer in the School-Room

COMPRISING THE LAWS OF ALL THE STATES ON IMPORTANT EDUCATIONAL SUBJECTS,

CAREFULLY COMPILED, ARRANGED, CITED AND EXPLAINED

By **M. McN. WALSH, A. M., LL. B.,**

Of the New York Bar.

The value of such a work as this to teachers of all grades can not be estimated. Almost all the trouble between teachers and parents and pupils arises from ignorance of the laws regarding certain duties. A glance at the TABLE OF CONTENTS of this work will show at once that it meets the wants of every teacher in the land.

KEEP OUT OF TROUBLE

BY READING AND OBEYING THE INSTRUCTIONS AS SET FORTH IN THIS LITTLE WORK.

READ! READ!! READ!!!

TABLE OF CONTENTS:

- CHAPTER I.—Of Schools, School Systems and Governments. Giving an explanation of the different plans that have been adopted for the diffusion of knowledge in all countries, ancient and modern, and showing the effects which governmental school systems have had upon the destiny of nations.
- CHAPTER II.—The Law as to Religion in Schools. This chapter contains the old English and Colonial Laws relative to the subject, and gives a succinct legal history (all taken from law books and court records) of the origin and progress of "religious liberty" in this country.
- CHAPTER III.—The Law as to Religion in Schools. In this chapter the laws of the several States, now in force, are carefully explained and cited.
- CHAPTER IV.—The Law as to Corporal Punishment—Parent and Child
- CHAPTER V.—The Law as to Corporal Punishment—Teacher and Pupil.
- CHAPTER VI.—The Law as to Punishment for Misconduct out of school.
- CHAPTER VII.—The Law as to the Proper Instrument to be used in Punishing.
- CHAPTER VIII.—The Law as to the Right of Parents to Interfere with the Rules or the Methods of Discipline adopted in Schools.
- CHAPTER IX.—The Law as to the Teacher's Morality.

PRICE, \$1.00, POST-PAID.

LIBERAL TERMS TO AGENTS AND THE TRADE.

Address J. E. SHERRILL,
DANVILLE, INDIANA.

A Book That Should be in the Hands of Every Teacher, Pupil
and General Reader:

PRIMMER'S OUTLINE —OF— **GOVERNMENTS.**

*Read the List of Governments it Outlines; and Notice the Subjects
Mentioned in Outlines of Each.*

Argentine Confederation, Austria, Hungary, Belgium, Bolivia, Brazil, Chili, China, Columbia, Costa Rica, Denmark, France, Guatemala, Germany, Great Britain, Hawaiian Islands, Hayti, Italy, Japan, Liberia, Mexico, Netherlands, Paraguay, Peru, Portugal, Roumania, Russia, San Salvador, Spain, Sweden and Norway, Switzerland, Turkey, Uruguay, Venezuela. Subjects mentioned: 1. Form of Government. 2. Title of Ruler. 3. Name of Ruler. 4. Title of State Minister. 5. Name of State Minister. 6. United States Minister Abroad. 7. Title of U. S. Minister Abroad. 8. Foreign Minister in U. S. 9. Title of Foreign Minister in U. S.

In this little book will be found a fund of information that could not be found elsewhere without a great amount of searching of records, both foreign and domestic. Most of our pupils and many of the teachers, have but little idea of the government of other countries, and questions on this subject are of frequent occurrence in examination of teachers, showing that it is gaining the attention of Educators.

SEND FOR COPY AT ONCE---PRICE ONLY TEN CENTS.

A NEW IDEA!!!

A Book for Wide-Awake Teachers!

OPENING EXERCISES, by C. H. Gurney.

MAKE SCHOOL ATTRACTIVE!

The object of Opening Exercises is to begin the day pleasantly; to enlist the attention and interest of every pupil; to stir up enthusiasm in school work, and to incite a genuine love for the schoolroom. Opening Exercises contains: (1) Suggestions as to the essentials for morning exercises; (2) a general outline of things that will be appropriate exercises, and that will assist in giving variety and interest; (3) 20 carefully prepared Responsive Readings; (4) 100 choice school mottoes, selected from standard authors. Opening Exercises helps in the solution of the Bible question in school, helps the teacher to get out of ruts; helps him to enjoy school work. It is a book live teachers can not afford to do without. The collection of mottoes is alone worth more than the price of the work. Teachers, buy it and use it every day. Sample copy sent to any address upon receipt of 15 one-cent stamps. \$1.50 per dozen, post paid. Order a supply for first day of school. Address

J. E. SHERRILL, Normal Publishing House,
Danville, Indiana

A New Feature in Day School Song Books!

—AS PRESENTED IN—

PLEASANT SONGS FOR PLEASANT PLACES.

Edited by ADELBERT GARDENIER.

Fact No. 1. Collections of Day School music too often contain very little that is available for ordinary occasions of school life; often they are largely made up of elementary instruction, wholly ignored by teachers, who generally prefer to use original exercises, equally desirable, and teach from the blackboard.

Fact No. 2. Nearly every school singer contains songs used not on account of their merit but put in merely to fill out space, and all such songs are lacking either in the sentiment of the words or in the life and spirit necessary to make the music suitable for the school room, and although a large selection is purchased only a few are found worthy of use and the remainder is paid for to no purpose.

PLEASANT SONGS FOR PLEASANT PLACES has been compiled with the above facts in view, and will furnish at small price all the songs necessary for any school. No song has been used that has not been tested in the school-room and found to please the pupils and they are all characterized by being "lively," and just suited to the Day School singing class. No words have been used that are in any way objectionable and nearly every song teaches an important lesson on morals. Care has been taken to have the music written within the compass of children's voices, and without destroying the harmony. A number of songs have been admitted that will be found "just the thing" for public entertainments and nearly all will furnish pleasant entertainment for any occasion.

It is compiled by a practical teacher knowing just what is needed in the school-room and demanded by the children. The songs are such as children and grown people like to sing.

It will be sold at such a price as to be within the reach of all. Sample copy sent for examination on receipt of 15 one-cent stamps. \$1.50 per dozen. Address

J. E. SHERRILL, Publisher, Danville, Ind.

SOMETHING NEW!

The Normal Speaker!

By FRANK F. PRIGG.

A Book Suited to the Wants of All, from the Smallest School-Child to the Oldest Reader.

Do you want the most eloquent passages ever delivered by our greatest orators?
Do you want the most soul-stirring patriotism?
Do you want the purest, tenderest, and most ennobling pathos?
Do you want the most droll, eccentric and ludicrous descriptions and characterizations?
Do you want the richest, rarest and most side-splitting humor?
Do you want to arouse a new interest in literature and elocution among your pupils?
Do you want the selections recited by the most eminent elocutionists?
Do you want the cream, the quintessence of all that is suitable for reading or declaiming in schools, exhibitions, literary societies, picnics, or in the family or private reading club?

Buy the **NORMAL SPEAKER**, and you will be sure to find in it something that will supply your want. Many persons buy a great number of books in order to get a few first class selections; in the preparation of this work the weak and worn-out selections have been carefully avoided, giving the **MOST REALLY GOOD** reading ever offered in one book.

If you are in need of anything of the kind, it will pay you to order a copy of this book at once. Nearly 200 pp.

Price only 50 cents; \$4.00 per dozen, post-paid.

*Address J. E. SHERRILL, Publisher,
DANVILLE, INDIANA.*

THE NEW METHOD

—OR—

⇒ SCHOOL EXPOSITIONS. ⇒

By R. HEBER HOLBROOK,

Associate Principal National Normal School, Lebanon, Ohio, and author of a series of Normal Publications.

This book is the key to the whole Normal system, setting forth most admirably its practical workings. That there is philosophy and reason in all of its workings has long since been demonstrated, and of this part of it our book has something to do. It gives specific directions for arranging and carrying on the term's work so that it may result in the possession of a large amount of material for a school exposition. School Expositions are fast becoming the popular entertainments of our schools.

This book will teach you how to wake up your dull school, and make it bristle with life and interest.

The work must be read to be appreciated.

This little work will revolutionize and reform methods of teaching throughout the nation. It presents briefly but practically the latest inventions and discoveries of one of the most independent and ingenious teachers in America. It is intended for teachers of all grades. The country district school teacher will find it practically invaluable, while the oldest and most successful school superintendent will gather from it new and practical ideas that can be applied to renovate and vitalize the oldest graded system.

It presents in full the method of school expositions, which the author was the first in this country to suggest and the first to practically carry out. The results of his school work, as prepared and exhibited according to the plans described in this work, received the mention of the State Superintendent of New Jersey in his annual report and attracted the special attention and mention of the New York Tribune correspondent from the Universal Exposition at Paris, where the system and materials were placed on exhibition by the Educational Commissioner for America.

Price, 75 cents, post-paid.

*Address J. E. SHERRILL, Prop. Normal Publishing House,
Danville, Indiana.*



LIBRARY OF CONGRESS



0 003 238 222 8